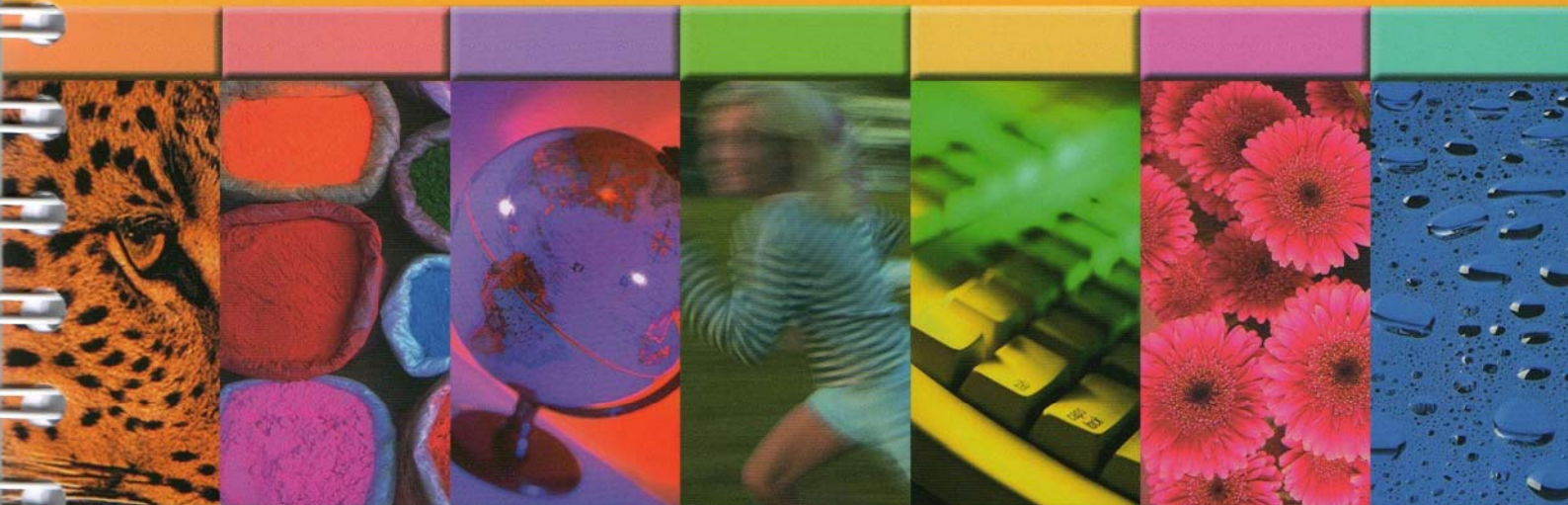


# Curricular

# CONTENT

## Resources for Primary

Immacolata Calabrese & Silvana Rampone Introduction by Vanessa Reilly



OXFORD

# Curricular **CONTENT** Resources for Primary

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**OXFORD**  
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# INTRODUCTION

By VANESSA REILLY

The move to integrate content and language in our classrooms in Spain is gaining momentum. This book directly responds, by providing Primary teachers with a wide range of flexible resources for teaching other areas of the curriculum in English.

Project ideas, lesson notes and easy-to-use photocopiable worksheets focus on Science, History and Geography, plus Art and ICT (Information Technology). The wealth of material to select from will undoubtedly benefit teachers in bilingual programmes or those looking to integrate subject content into their English classrooms.

## BACKGROUND

For many years now, growing numbers of teachers in Spain have successfully integrated English in subject areas across their curriculum. This is often referred to as CLIL (Content and Language Integrated Learning) and its flexibility is reflected in the diverse ways it is being adopted throughout the country. Some teachers in Spain involved in bilingual projects are teaching a subject area like 'Conocimiento del medio' in English. Others incorporate elements of other subjects, like Science, Art or History into their English classes, for perhaps just one hour a week.

Regardless of the way it is being applied, all of these examples form part of a growing move to enrich the process of learning English alongside other subjects, and we are already hearing positive reports and gaining insight into the advantages of using a CLIL approach:

- It increases motivation for learning English and for learning other subjects such as 'Conocimiento del medio', Art and craft (Plástica), Music and PE through English.
- It provides opportunities for using English in practical and motivating contexts, while stimulating comprehension, production and interaction in a natural way.
- It exploits the different learning styles of children, taking full advantage of their abilities, knowledge and skills from other disciplines (not just the linguistic ones).
- Children learn not just English but how to use it as a tool for learning.
- Children can see that the foreign language isn't just another subject to be learnt at school but is a vehicle for learning more about life and the world they live in. For example, when children start to research subjects on the Internet for project work, many begin to realise the importance of English in the outside world.

Overall, what is important is that teachers select appropriate and engaging activities that facilitate the development of language skills at the same time as deepening their pupils' knowledge of other subjects.



## HOW TO USE THIS BOOK

This book contains flexible teaching plans which can be used alongside your subject area or English class teaching. The materials allow you to select activities that fit in with your own course syllabus and adapt them to your children's age, level and cognitive and linguistic competencies. (See the chart on pages xviii-xx)

The following section offers practical advice on how to successfully integrate subject content and English language learning into your primary classes. It also offers tips on how to select, use and adapt the material to get the best out of your students:

- a) **Exploit the children's previous linguistic and subject knowledge.** You might like to introduce a KWL approach, establishing with the children what they KNOW about the subject before you start. Then, what they WANT to know. Once they have finished, they decide what they have LEARNT. You can also start a subject by eliciting what linguistic knowledge they have of the subject. For example, when starting the topic 'Living and non-living things', you might ask the children to tell you all the words they know in English which can be put in these two categories.
- b) **Focus initially on listening and comprehension.** It is important to facilitate this by using attractive visual support which we would use in our general English classes to make new language clear, e.g. photographs, pictures, flashcards, posters, PowerPoint presentations, miming and gestures. TPR and acting out can be very useful in 'Conocimiento del medio' classes, for example when describing a process like planting a seed or when explaining the different ways animals move.
- c) **Create a reassuring environment in which children can express themselves by:**
  - Clarifying objectives before they start. This will also facilitate assessment. If the objective of a lesson is 'to learn the parts of a plant', at the end of the lesson children can decide whether: *'I can name the parts of a plant.'*
  - Reinforcing lexis they have already learnt and pre-teaching new vocabulary. For example, before looking at the different animal groups, fish, amphibians, reptiles, mammals, birds and insects, you might elicit all the animals the children can remember in English and then go on to categorize them into the different groups. With subjects like the Solar System, which is generally taught in Year 4, we can teach or revise structures like ordinal numbers (*Which is the first planet from the sun?*), comparatives and superlatives (*Jupiter is the biggest planet or Saturn is bigger than Venus*) and prepositions (*Which planet is between Mercury and Earth? Which planets are next to Jupiter?*).
  - Treating new vocabulary in the same way as you would in general English classes by using clear and memorable presentation and allowing for regular and constant recycling. It is important not to overload the children with lists of vocabulary but for them to understand the reason they need to know those words. For example, it is not so important for the children to be able to name all the bones in the body. It is much more meaningful for them to know six or ten of them and to be able to locate these in the body.
  - Making language straightforward. Often explanations in mother tongue textbooks are long and more complicated than the children are able to understand in English. Information may be in whole paragraphs when the children in your class are only reading words or very simple sentences in English. It is important to make sure that the English you present to the children is manageable. This may involve you having to simplify what you want to present. Instead of paragraphs of information, you may want to start with a labelled picture or diagram to explain new concepts.
  - Shifting naturally from one language to another, as a strategy to explain a concept, overcome a breakdown in communication, or introduce a complex topic.
  - Checking progress and providing frequent encouragement and feedback.



**d) Facilitate foreign language production by:**

- Providing models so that the children copy these in the early stages of production. We cannot expect output when the children haven't received input. This input can still be in the form children are familiar with in their ELT lessons, such as games (See 'Simon says' p. 5, 'Touch your nose' or 'I'm thinking of a person' p. 95 and 'What's in the box?' p. 99), puzzles (p. 57), songs (p. 20 and 74/75), stories (p. 20/21 and 103), art and craft (p. 58 or 90).
- Using role-play and group work. Encourage the children to use acting and TPR to make new concepts and language memorable, for example, acting out the process of planting a seed, doing actions for the toothbrush rhyme on p. 75 and 88 or miming the five senses (starting p. 95). Stories like Goldilocks (p. 103) can be acted out by the whole class to make the language more meaningful and memorable. Even a subject like the Solar System can be made into an interactive group game. In groups of eight, each member of the group is given one of the planets. Balloons can be used to represent the planets and the first stage of negotiation can be the children deciding on the size of the planets and inflating and deflating their balloons accordingly; *Venus is the biggest! No! Venus is smaller than Jupiter.* Then the children can negotiate the order they should be in from the sun and be encouraged to use language like *I go first*, or language of agreeing or disagreeing *No! I think I'm first!*
- Use activities common to the subject area and to foreign language learning such as making predictions, following oral instructions, doing experiments, collecting data, using ICT, comparing results, listening to stories, etc. (for some examples see the Plants section starting on p. 14).
- Allowing children to answer in different ways, from non-verbal answers in the early stages to verbal answers, in both mother tongue and in the foreign language, before gradually progressing to the point where children only answer in the foreign language. This acknowledges children's content and language contributions as well as taking account of different learning styles and personalities. Accepting differing degrees of accuracy and response will also make for a more positive and supportive classroom atmosphere and allow children to develop confidence in both language skills and subject knowledge.
- Learning through doing. Make posters, leaflets, big books, mini-books, tables and graphs. As children are involved in practical activities that draw on other skills, the English they are using becomes even more relevant and embedded. Fostering cooperation and using English to do things means that you are providing more opportunities for natural interaction.

**e) Develop the 'language of learning'**

When using a CLIL approach it is important to realise that content and language are dependent on each other. The children need to understand both the concept and the language of learning. Therefore the language needs to be clear. However, like everything, this language can be taught and is an important part of the learning process. Much of the language is specified in each individual activity, and on p. vi-vii there is a table with some general language you and your children might need.

## Language of learning

Eliciting		
Today we're going to learn about (mammals / the five senses / frogs).		
<b>K</b> What do you / we <b>know</b> about (mammals / the five senses / frogs) already?		
<b>W</b> What do you / we <b>want</b> to know about (mammals / the five senses / frogs)?		
<b>L</b> What have you / we <b>learnt</b> about (mammals / the five senses / frogs)?		
What can you see in the picture?		
Can you see a ... / any ...?		
What colour is it / are they?		
How many ... can you see?		
Tell me the name of (a mammal / an insect / some healthy food).		
Tell me / Show me how (a fish) moves.		
Identifying		
Point to the stem, leaves, trunk, etc.		
Can you show me the stem, leaves, trunk, etc.?		
Discussion		
Can	a human a plant a bird a stone	move? breathe? eat? drink? grow? have babies?
A human A plant A bird A stone	can can't	move. breathe. eat. drink. grow. have babies.
Information is often reported in the present tense		
Proteins help our bodies to grow. Exercise is important. The skull protects the brain. I use my tongue to taste.		



**Reporting back after an experiment**

<b>Present</b>	<b>Past</b>
Which sense do we use to identify the food?	Which sense did we use to identify the food?
Is it difficult to identify the food?	Was it difficult to identify the food?
Can we use hearing?	Could we use hearing?
Which sense is the most useful to identify food?	Which sense was the most useful to identify food?

**Surveys**

The survey question: What do you usually have for breakfast?  
 To report back: How many children have ...?  
 Which is the most popular food?  
 Which is the least popular food?

**Setting up activities**

How are we going to set up the experiment?  
 What equipment do we need?  
 How can we record the results?  
 Instructions: Put the soil in the pot; water the seed.

**Predicting**

What do you think will happen?  
 think number 1 is ...  
 Let's find out.  
 It's going to (change colour / get bigger / break).

**Classifying / sorting**

I think ...  
 It goes here.  
 They go together  
 They are similar / the same / different.  
 Both of them are big / small / green.  
 Put it / them here.

**Sequencing**

First, next, then, after, finally.



## USEFUL WEBSITES\*

Here are some websites to support your teaching and Resource banks:

<http://abcteach.com/>

Check out The Survival Guide for basic school social language -

[http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks1/community\\_lang/eal\\_survival/english/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/community_lang/eal_survival/english/index.htm)

<http://www.bbc.co.uk/schools/> - for ideas and materials from Foundation stage through to Secondary and <http://www.bbc.co.uk/schools/ks2bitesize/science/>

<http://www.britishcouncil.org/kids-flashcards.htm>

<http://clilcompendium.com/>

<http://www.coloring.ws> - for pictures to make into flashcards

<http://www.coweta.k12.ga.us/cweb/Kidspiration/KidActivities.htm> - school website with excellent downloads

<http://www.crayola.com/> - This is an excellent page for downloading flashcards and art and crafts.

You need to register for the good stuff but it is free!

<http://www.edenproject.com/childrens/1226.html> - fun facts about plants to use with children

<http://www.edhelper.com>

<http://www.educate.org.uk/> - Excellent website. Register for free materials.

<http://www.enchantedlearning.com> - excellent website with something for everyone

<http://www.factmonster.com/>

<http://www.geography.org.uk/eyprimary/>

<http://www.janbrett.com> - a beautiful website with classroom signs, flashcards and activities

<http://www.learningpage.com/> - My favourite for worksheets and for CLIL. An excellent website.

Become a member for free!

<http://www.norfolkesinet.org.uk/pages/viewpage.asp?uniqid=2158> - check the Planning documents for Buildings, Festivals, Minibeasts, Ourselves, Toys and Transport

<http://www.oum.ox.ac.uk/thezone/index.htm>

<http://www.primaryresources.co.uk/> I love this one! Lots of things to save you time including PowerPoint presentations.

<http://www.sandaigprimary.co.uk/> for photos and examples of children's work

<http://www.scienceacross.org/index.cfm?fuseaction=content.showcontent&node=29> - useful article on language use in content lessons

<http://www.sciencenewsforkids.org/>

<http://www.scienceyear.com/under11s/index.html>

<http://www.show.me.uk/teachers/teachers.html>

<http://www.sparklebox.co.uk> - excellent website with flashcards and storycards

<http://www.teachingideas.co.uk> - Another great one. Check out 'Display photos' for ideas on displaying the children's work

<http://www.teachit.co.uk/>

<http://www.teach-nology.com> - good website with lesson plans and worksheets for bilingual education

<http://www.thewildones.org/animal.html> - photos and information about animals

<http://www.woodlands-junior.kent.sch.uk/index.html> - an award-winning school website for everything about British culture and life in a UK primary school

\*Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims any responsibility for the content.



## ASSESSMENT, SELF-ASSESSMENT AND PORTFOLIO

How we assess our children when using a CLIL approach depends on our teaching context. If we are teaching 'Conocimiento del medio' through the medium of English, we need to ask ourselves what we are assessing – knowledge or language. Whilst the language is very important, it would not be fair to assess a child negatively if their L2 explanation has grammatical/spelling mistakes or where L1 has crept in, as in the end we are assessing content. However, if we are teaching subject content in our English class, then accuracy in the L2 may be more important, as the language outcome is the focus of the lesson. Whatever your situation, it is important you establish criteria for assessment and decide to what extent you are assessing language or content or both.

This book is intended to promote active and creative learning. Children build skills through practical experience, observation, concept formation and experimentation. Assessment should be based on careful observation and recording of the quality of the learning process and you should select your assessment tools according to the context in which the children are working. Here are some suggestions:

- Make notes based on the observations of children's strategies and abilities. A model with some headings already filled in can be found in Appendix 1.
- Record the skills achieved by the children at the end of a topic. These skills can then be used to assess individuals. Suggestions are given in the section entitled Assessment at the end of each topic. Appendix 2 provides a table where you can record the children's progress in achieving the skills.
- Self-assessment by the children. Appendix 3 provides a table that can be given to the children at the end of a topic or after a significant activity. You will find 'I CAN' statements for the last part of the form in the assessment section at the end of each topic. The statements should be adapted as appropriate and filled in on the form before you copy it. Children should then decide if they can now do each skill and tick the smiley face (fully achieved), the straight face (achieved but not 100% sure of it) or the sad face (not yet fully achieved) accordingly.
- Portfolio. Help your children to create a collection of their best work in a folder. Students should fill in the Description form (Appendix 4) to accompany any piece of work they include in their portfolio.
- For additional assessment tasks and ideas, see *Assessing Young Learners*, Sophie Ioannou-Georgiou and Pavlos Pavlou, Oxford Resource Books for Teachers series.

It is equally important to assess the effectiveness of your own teaching methods and materials. As teachers we will need to reflect on:

a) To what extent did each CLIL activity help to introduce, reinforce and develop cross-curricular learning?

	Activity	Activity	Activity	Activity
Aim				
Introducing				
Reinforcing				
Developing				

b) What would I change if I did these activities again?

c) Which activities worked well and which did not work as well as I expected?

d) Which parts of the content were effectively acquired or developed through the medium of English, and which were not?

## INTRODUCTION

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- e) Which linguistic skills were effectively acquired or reinforced through the content, and which were not?
- f) What learning styles did I encourage, and which did I neglect?
- g) Which materials worked well, and which did not?
- h) Did I use open-ended activities that encouraged the children to make active choices rather than selecting between given options?
- i) Did I use activities that encouraged the children to work cooperatively with their classmates to find an answer?
- j) Do I have any feedback from colleagues that could help me make more effective use of the materials?



# APPENDIX 1

## RECORD OF CHILDREN'S STRATEGIES AND ATTITUDES

Date: ..... Group/class: ..... Topic: .....

Description of activity: .....

Students	INTERACTION				COMPREHENSION					PRODUCTION				
	Shows interest	Cooperates with others	Can work on his/her own		Understands the general meaning	Understands simple questions	Can ask for explanations			Can answer simple questions	Participates in class	Can ask simple questions		
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														

Key:  always  sometimes  never

Comments: .....

# **RECORD OF CHILDREN'S ABILITIES**

School ..... Group/Class/Age ..... Teacher ..... Topic .....

Is capable of ... (list skills)	Name .....		Date .....		Name .....		Date .....	
	Achieved	Progressing	Not yet achieved	Achieved	Progressing	Not yet achieved	Achieved	Not yet achieved
Forms of Assessment used								



## APPENDIX 3

### STUDENT'S SELF-ASSESSMENT FORM

Class: \_\_\_\_\_ Name: \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

My favourite activity: .....

.....

I didn't like: .....




.....

How I worked / My work was:

- ☐ on my own      ☐ with the help of my teacher      ☐ with my friends  
☐ very good      ☐ good      ☐ OK      ☐ not very good

In the group

- ☐ I cooperated with my friends  
☐ I contributed my ideas  
☐ I took part in discussions  
☐ I didn't contribute much  
☐ .....

I CAN ...			

## APPENDIX 4

## PORTFOLIO MATERIALS: DESCRIPTION FORM

School: \_\_\_\_\_ Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Complete a form for each piece of work you put in your Portfolio

Activity type	Activity format
<input type="checkbox"/> on my own <input type="checkbox"/> with my friends <input type="checkbox"/> whole class <input type="checkbox"/> home activity	<input type="checkbox"/> Worksheet <input type="checkbox"/> art or craft activity <input type="checkbox"/> sound recording <input type="checkbox"/> video
<input type="checkbox"/> with help from my parents or teacher <input type="checkbox"/> without the help of my parents or teacher	<input type="checkbox"/> experiment <input type="checkbox"/> performance (playscript, song, ...)
<input type="checkbox"/> listening <input type="checkbox"/> speaking <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> other	<input type="checkbox"/> project <input type="checkbox"/> ICT activity <input type="checkbox"/> maths activity other: _____

I learnt: \_\_\_\_\_

\_\_\_\_\_

I liked: \_\_\_\_\_

\_\_\_\_\_

I can do better: \_\_\_\_\_

\_\_\_\_\_

Teacher's comment:

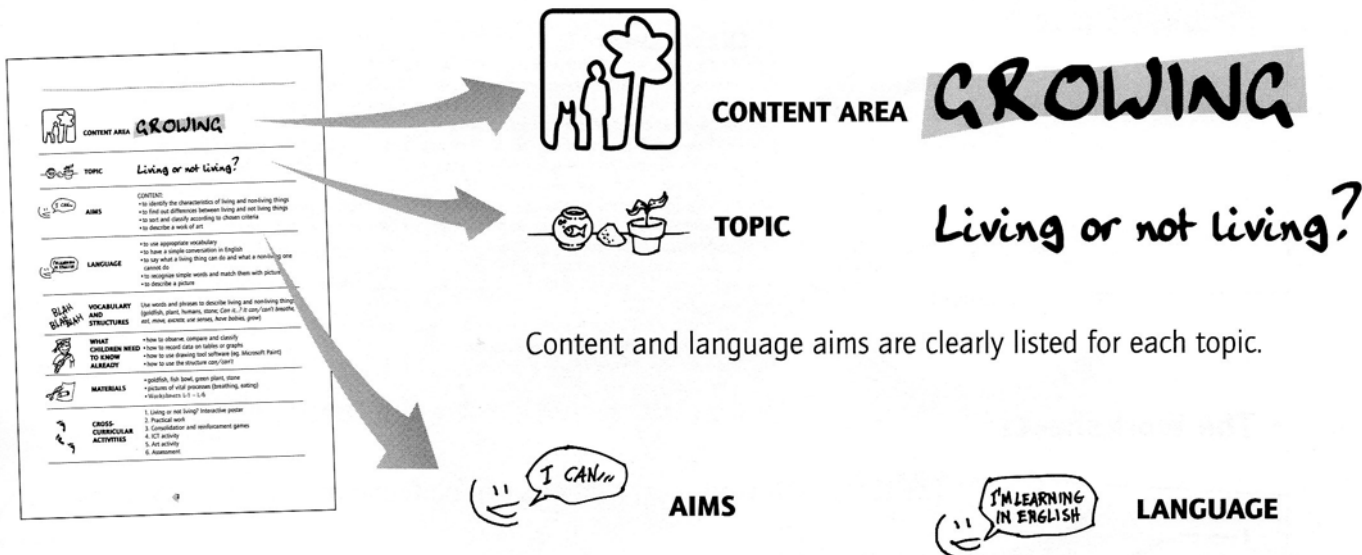
\_\_\_\_\_

\_\_\_\_\_



# HOW THE TEXT IS ORGANIZED

The material is divided into content areas, which are organized in topics.



Content and language aims are clearly listed for each topic.

Each topic provides a detailed teaching plan as well as photocopiable worksheets.

## • The teaching plan

Depending on the age and language level of the children, you could investigate other plant functions. See results and discuss the experiment. You can also use the pictures to make a poster about the plant.

**5.8 20-25 WORK**  
Use each child's copy of the worksheet (P1/P2). Explain that they are going to make a big bag book. They have to fill the two worksheets in half longways along the black line, cut the bags along the dotted line, read the captions and fill in the gaps above the captions with the missing words. Under the bag they should draw the part of the plant that matches the description.

**5.9 WHAT PLANTS NEED TO GROW**  
Time: 1 hour (20 minutes for 20 day experiment)  
Materials: 1 pot, sunflower seeds, soil, sand, water, plastic bag, poster

**5.10 PREPARATION**  
The aim of the experiment is to observe and discover the factors that influence a plant's growth. The pictures which describe the experiment can be enlarged and used as flashcards either during the experiment, to make it easier to understand, or later, as a record of the different stages.

**WHAT YOU NEED**

Item	Quantity
Sunflower seeds	10
Soil	10
Sand	10
Water	10
Plastic bag	1

**5.11 EXPERIMENT**  
Organise the class into five groups; give a pot and some sunflower seeds to each group; four groups should fill their pot with soil and one group with sand. Tell the children to follow your instructions for preparing the pots:

In addition to describing the suggested activities, the plan provides the language to be used in class during the activities and details of how to use the photocopiable worksheets. Often there are additional suggestions which do not require any additional photocopiable material.

### 2.2 EXPERIMENT

Organise the class into five groups; give a pot and some sunflower seeds to each group; four groups should fill their pot with soil and one group with sand. Tell the children to follow your instructions for preparing the pots:

 Fill a pot with soil (sand).	 Make two small holes in the soil.	 Put a seed in each hole.	 Cover the seeds with some soil (sand).
----------------------------------	---------------------------------------	------------------------------	--

**5.12 EXTENSION ACTIVITY: ICT**  
Time: 30 minutes  
Materials: PC  
Use a Microsoft Word table or Excel sheet to record the data from the experiments that have been carried out. Use the function of the graph provided in the table and its response in height.

**5.13 EXTENSION ACTIVITY: ART**  
Time: 1 hour  
Materials: Paintings by various artists depicting plants, paint, coloured paper, glue

**5.14 PREPARATION**  
Get the children to look at and describe paintings by various artists. They can then use their colour, form, line and shading techniques to paint a picture of a plant.

**5.15**  
Explain to the children that they are going to make pictures of a plant by using parts of their bodies (hand, arm) and following your instructions.

**5.16**  
Put a pot of soil in a bowl and a leafy plant in a pot. Make a handprint on a blank sheet of paper (this represents the flower). Paint the whole of the hand and the leafy plant.

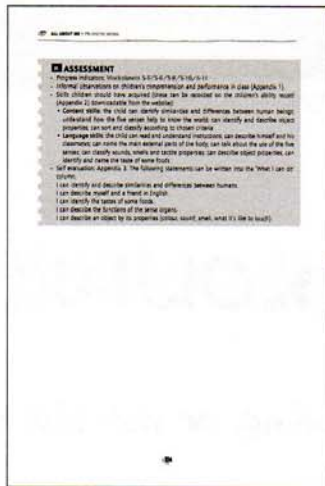
**5.17**  
Put your forearm and hand on a blank sheet of paper and draw around them with a pencil. Colour the drawing (this is the stem of the plant). Use the hand and the fingers as the leaves. Complete the picture by adding leaves and flowers to it. There should be at least 10 leaves. The leaves should be made by roughly tracing the outline of a leaf. The children should use the paper with their hands rather than cutting it with scissors to get the leaves in the right shape.

**5.18 ASSESSMENT**  
- Pupils indicate knowledge (P1/P2) / P3  
- Informal evaluation: Note the children's abilities in recording, organising and analysing data, using and acting (Appendix 1)  
- Skills: Children should have acquired (can be recorded on the activity sheet on the worksheet)  
- Content: After the child can use which factors influence a plant's growth, can describe the different parts of a plant and their functions, can sequence the stages in the growth of a plant, can explain why the child can use the conditions of a plant, can use the conditions of a plant and can use the conditions of a plant to make a plant grow.  
- Self-evaluation: Appendix 3. The following questionnaire is written into the 'What I can do' column.  
1. I can identify the parts of a plant and describe their functions.  
2. I can observe and describe the growth of a plant.  
3. I can explain the parts of a plant and describe their functions.  
4. I can explain why a plant needs to grow and grow healthy.  
5. I can follow simple instructions.  
6. I can read simple phrases and match them to pictures.

Each topic ends with extension ideas for further work on the subjects covered. These routinely involve other subjects, in particular, Art and ICT (Information Technology).

## 5. EXTENSION ACTIVITY: ICT

## INTRODUCTION

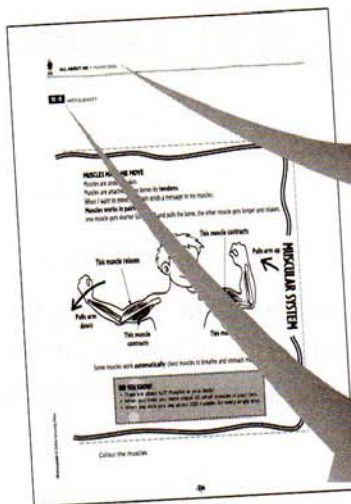


At the end of each topic relevant Worksheets are suggested for assessment and a list of the content and language skills children should have acquired is provided.

**8. ASSESSMENT**

- Progress indicators: Worksheets S-5/S-6/S-8/S-10/S-11
- Informal observations on children's comprehension and performance in class (Appendix 1).
- Skills children should have acquired (these can be recorded on the children's ability record (Appendix 2) downloadable from the website):
  - Content skills:** the child can identify similarities and differences between human beings; understand how the five senses help to know the world; can identify and describe object properties; can sort and classify according to chosen criteria.
  - Language skills:** the child can read and understand instructions; can describe himself and his classmates; can name the main external parts of the body; can talk about the use of the five senses; can classify sounds, smells and tactile properties; can describe object properties; can identify and name the taste of some foods.
- Self evaluation: Appendix 3. The following statements can be written into the 'What I can do' column:
  - I can identify and describe similarities and differences between humans.
  - I can describe myself and a friend in English.
  - I can identify the tastes of some foods.
  - I can describe the functions of the sense organs.
  - I can describe an object by its properties (colour, sound, smell, what it's like to touch).

## • The Worksheets



The topic each Worksheet supports can be found at the top of the sheet.



**ALL ABOUT ME • Human body**

Each Worksheet has been given a reference letter and number to make it easy to find in the teaching notes.

**B-4**

## • The symbols



Indicates an activity based on a game, often involving movement or a craft activity.



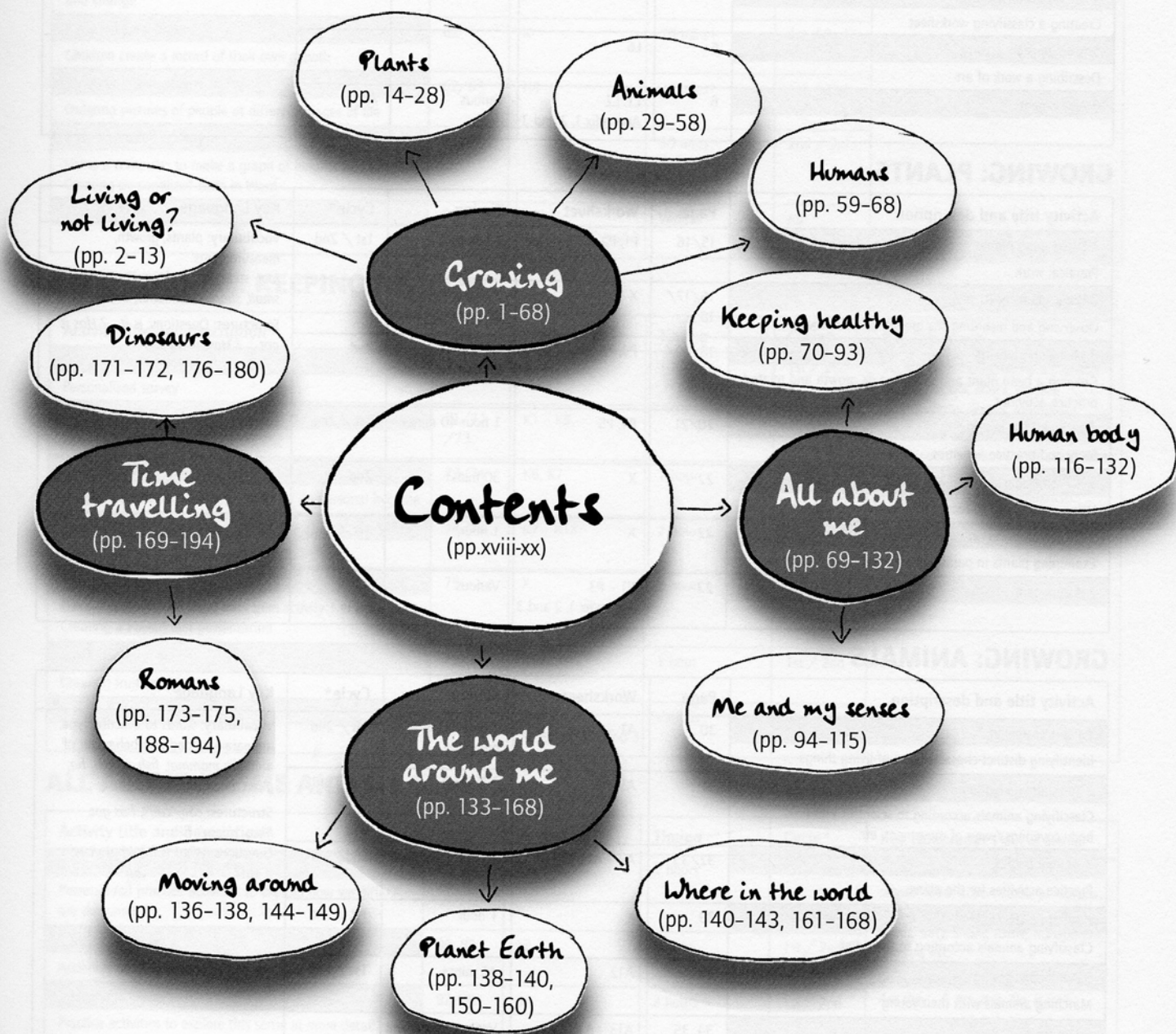
Indicates ICT (Information Technology).

**T-3**

Indicates the number of the Worksheet required. The letter refers to the content area (in this case, *Time travelling*).



# CONTENT MAP





# Contents

## GROWING: LIVING AND NON-LIVING

Activity title and description	Page	Worksheet	Timing	Cycle*	Key Language
1 Practical work Living /non-living things	3	L1	20 mins+	1st	<b>Vocabulary:</b> living and non-living things: <i>human, stone</i> etc. <b>Structures:</b> Present simple verbs: <i>live, grow</i> , etc <i>can/can't</i>
2 Poster Matching and sorting	4	L1	15 mins+	1st / 2nd	
3 Reinforcement games Vocabulary games	5	L2 – L5		1st / 2nd	
4 ICT extension activity Creating a classifying worksheet	5	x		2nd	
5 Art extension activity Describing a work of art	6	L6			
6 Assessment	6	L1, L2 Appendix 1, 2 and 3	Various	All	

## GROWING: PLANTS

Activity title and description	Page	Worksheet	Timing	Cycle*	Key Language
1 Discovering plants Practical work	15/16	P1, P2, P2.1	2 hours+	1st / 2nd	<b>Vocabulary:</b> plants, growth, measurements: <i>root, stem, leaf, light, soil, shoot, big, small, short, centimetres</i> , etc. <b>Structures:</b> Questions: <i>Is it ...? Has it got ...? How many ...?</i>
2 What plants need to grow Observing and recording the growth of a sunflower	16/17/ 18	X	90 mins+ 20 day experiment	2nd	
3 Measuring growth Growing a bean plant and recording its growth and related practice activities	18/19/ 20	P3,	1 hour+ 20 day experiment	2nd	
4 Jack and the beanstalk Story and practice activities	20/21	P4, P5	1 hour 40 mins+	1st / 2nd	
5 ICT extension Using a computer to record information on a graph	22	X	30 mins+	2nd	
6 Art extension activity Examining plants in paintings and making a picture	22	X	1 hour	1st / 2nd	
7 Assessment	22	P1 – P3 Appendix 1, 2 and 3	Various	All	

## GROWING: ANIMALS

Activity title and description	Page	Worksheet	Timing	Cycle*	Key Language
1 Plant or animal Identifying distinct characteristics of living things	30	A1 – A4	1 hour 20 minutes+	1st / 2nd	<b>Vocabulary:</b> words to describe type, appearance, food and behaviour of animals: <i>mammal, fish, stripes, fur, grass, meat, fly, crawl</i> , etc. <b>Structures:</b> <i>can/can't, has got, likes/doesn't like</i> . Questions: <i>What is it? What does it eat?</i>
2 The animal kingdom Classifying animals according to scientific criteria/ body coverings/ways of movement, etc	31	A5, A6	2 hours+	2nd /3rd	
3 Animal bodies Practice activities for the above	32/33	A7 – A11	1 hour 30mins+	2nd /3rd	
4 What do they eat? Classifying animals according to their diet	33	X	1 hour	1st / 2nd	
5 Adults and young Matching animals with their young	34	A12	45 mins+	1st / 2nd	
6 Life cycle Observation of life cycle of a frog and practice activities	34, 35 and 36	A13 – A16	Various. Experiment over 30 days	1st / 2nd	
7 Maths extension: Funny Maths Maths related practice activities (song, number line, problem solving)	36, 37	A17, A18	1 hour	1st / 2nd	
8 Art extension Craft activity: cardboard tube animals	37	A19	1 hour	1st	
9 ICT extension Activities using word or PowerPoint to create a game or a presentation	37, 38, 39	X	Various	All	
10 Assessment	39	A4 – A18 Appendix 1, 2 and 3	Various	All	

\*Please note: the cycle label is flexible and many of the activities can be adapted to other cycles.



## GROWING: HUMANS

Activity title and description	Page	Worksheet	Timing	Cycle*	Key Language
1 Who's who? Personalized activities to identify the stages of human development	60	X	45 mins+	1st / 2nd	<b>Vocabulary:</b> human needs, stages of life and measurement: food, water, baby, months of year, metre, kilos  <b>Structures:</b> can/can't, a baby needs ... , What's different?, Who is ... ?
2 What babies need Sorting activity related to the above / recording of results	60	X	1 hour	1st	
3 Watch me grow from head to toes Personalized practice activities to explore human growth and change	61	H1, H2	2 hours+	1st	
4 My personal history Children create a record of their own growth	62	X	20 mins+	1st / 2nd	
5 Art extension activity Ordering pictures of people at different stages of life	62/63	H4	30 mins+	1st / 2nd	
6 ICT extension activity Using a computer to make a graph of heights and birthdays Creating personalized texts in Word	63/64	X	30 mins+	2nd / 3rd	
7 Assessment	64	H5 Appendix 1, 2 and 3	Various	All	

## ALL ABOUT ME: KEEPING HEALTHY

Activity title and description	Page	Worksheet	Timing	Cycle*	Key Language
1 My favourite food Personalized survey	71	X	1 hour	1st / 2nd	<b>Vocabulary:</b> meals, nutrients, dental care: breakfast, snack, protein, carbohydrate, dentist, toothpaste  <b>Structures:</b> adverbs of frequency: often, never, present simple statements and questions: I have ... for breakfast, What do you have for breakfast?
2 A balanced diet Food pyramid	71/72 /73	K1 - K5,		2nd / 3rd	
3 Keeping fit Quiz on how to be healthy and activity on personal hygiene	73/74	K6, K7	1 hour	2nd / 3rd	
4 Take care of your teeth Making a booklet about dental care	74/75	K7 - K13	2 hours+	2nd / 3rd	
5 ICT extension activity Using a computer to record data from activity 1 in a pie chart Creating a PowerPoint presentation	75	X	3 hours	2nd / 3rd	
6 Art extension activity Creating fruit collages	75/76	K14	1 hour	1st / 2nd	
7 Assessment	76	K16, K17 Appendix 1, 2 and 3	Various	All	

## ALL ABOUT ME: ME AND MY SENSES

Activity title and description	Page	Worksheet	Timing	Cycle*	Key Language
1 We are all different and unique Personalized practice activities to explore how we differ/ are the same	95/96	S1	2 hours	1st / 2nd	<b>Vocabulary:</b> Plant or animal parts of the body, the senses, food, action verbs, properties of objects: eyes, nose, smells, tastes, sweet, salty, shake, rattle, transparent, opaque, etc.  <b>Structures:</b> can /can't, Is it ...? Are they ...?, Yes, it is, No, it isn't.
2 Sense detectives Activities to explore the five senses	96, 97	S2	1 hour	1st / 2nd	
3 Hearing Practice activities to explore this sense in more detail	97/98	S3	2 hours +	1st / 2nd	
4 Sight Activities to explore this sense in more detail	99/100	S4	2 hours	1st / 2nd	
5 Taste Activities to explore this sense in more detail	100/101	S5, S6	1 hour 30mins+	1st / 2nd	
6 Smell and touch Activities to explore these senses in more detail	101/102	S7	1 hour 50mins+	1st / 2nd	
7 All together Activities to revise the content and language of this topic area	102/103	S8-S11	1 hour 15mins+	1st / 2nd	
8 Assessment	104	S5-S11 Appendix 1, 2 and 3	Various	All	

\*Please note: the cycle label is flexible and many of the activities can be adapted to other cycles.



## ALL ABOUT ME: HUMAN BODY

Activity title and description	Page	Worksheet	Timing	Cycle*	Key Language
1 My incredible body Practice activities to explore major organs and processes of the human body	117-119	B1-B9	Over many lessons	2nd / 3rd	<b>Vocabulary:</b> organs and internal systems, verbs of motion, words to describe appearance: <i>heart, brain, muscles, nerves, skip, hop, thin, tall</i> <b>Structures:</b> <i>can/can't, it's made up of ... , it's good at ... , it makes me ... strong, it's bigger than ... , it's the biggest</i>
2 Funny maths Simple addition activity	119	B10	20 mins	1st	
3 ICT extension activity Using Paint programme to create a drawing of themselves	120	X	30 mins	1st / 2nd	
4 Art extension activity Creating a jointed model to demonstrate human movement Looking at bodies in famous works of art	120	B11, B12	1 hour 30 mins 20 mins	1st / 2nd / 3rd	
5 Assessment	120	B8, B10 Appendix 1, 2 and 3	Various	All	

## THE WORLD AROUND ME: MOVING AROUND; PLANET EARTH; WHERE IN THE WORLD

Activity title and description	Page	Worksheet	Timing	Cycle*	Key Language
1 Moving around Geography practice activities	136	W1	6 hour module	1st / 2nd / 3rd	<b>Vocabulary:</b> position, points of the compass, buildings, landscape, geographical coordinates, planets, transport, weather: <i>behind, near, north, south, cinema, museum, river, desert, equator, tropics, Earth, Venus, car, bus, dry, wet etc.</i> <b>Structures:</b> <i>Where is it?, it's hotter than, the highest temperature is ... , Where are you from?, What's your nationality? What colour is it?, How many ...?, Has it got ...?, Does it live on land?</i>
2 Follow a route Practice activities to explore localised aspects of physical/human geography (compass points, my neighbourhood etc)	137	W2-W6	3 hour module	2nd / 3rd	
3 Planet earth Various activities to practise elements of physical and political geography of the world	138 139	W7-W14	6 hour module	2nd / 3rd	
4 Climates Practice activities to explore global weather conditions, temperature, and to record the results	140	W15-W17	Over many lessons	2nd+	
5 Where in the world Practice activities to explore elements of physical, political and human geography plus activity on animal habitats	140	W18-W23	6 hour module	1st / 2nd / 3rd	
6 ICT extension activity Using IT programs to record the weather	142 143	X	3 hours	2nd+	
7 Assessment	143	W4-22, W25, Appendix 1, 2 and 3	Various	All	

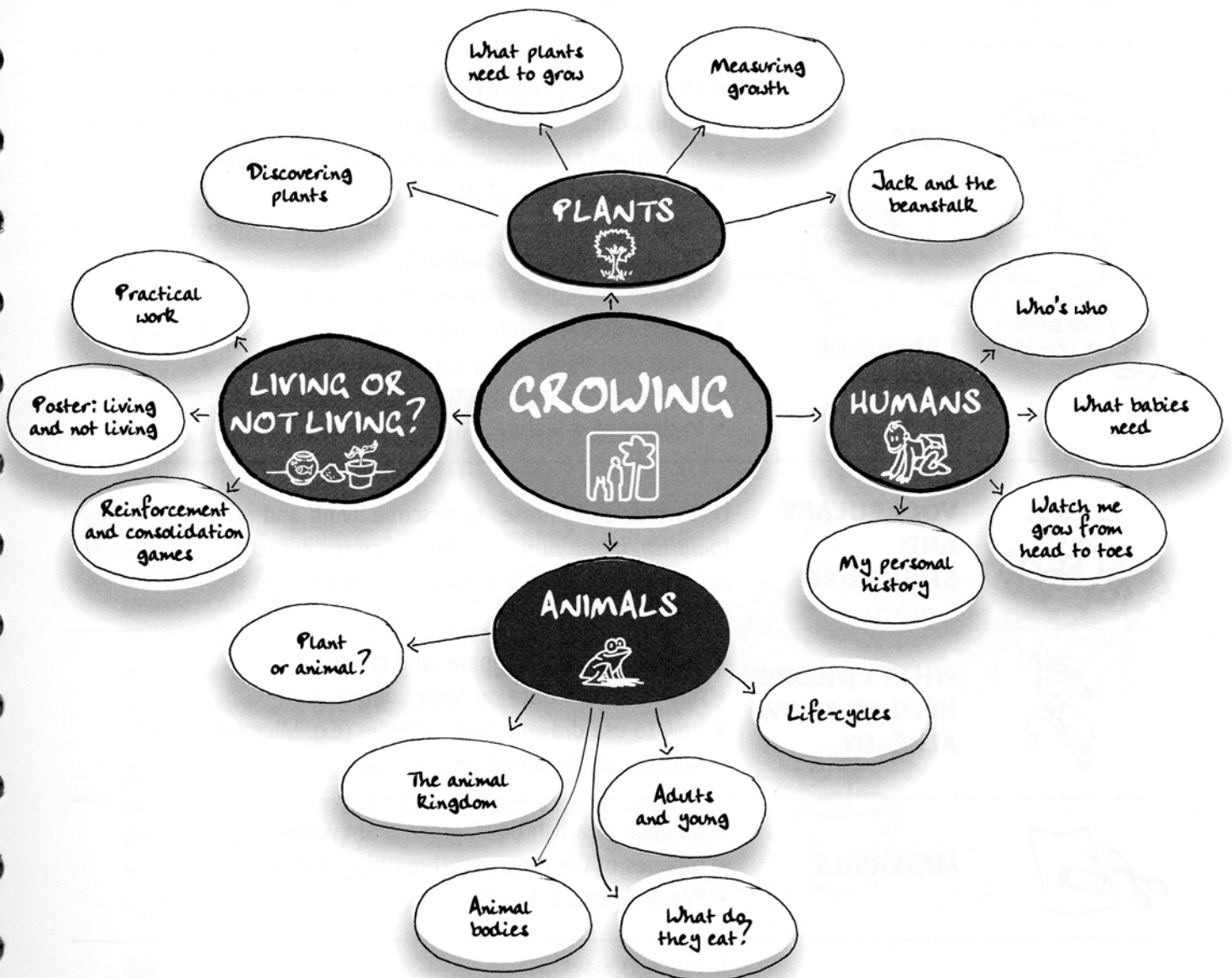
## TIME TRAVELLING: DINOSAURS; ROMANS

Activity title and description	Page	Worksheet	Timing	Cycle*	Key Language
1 Dinosaurs A range of activities related to this period of prehistory and practice of research and referencing skills	171 172	T1-T6	5 hour module	1st/2nd/3rd	<b>Vocabulary:</b> dinosaurs (types, food), parts of the body: <i>stegosaurus, diplodocus, carnivore, herbivore, meat, plants, head, feet</i> , Roman society: <i>jobs, games, food, javelin, draughts, baker, pharmacist, melons, peas etc.</i> <b>Structures:</b> <i>have got, it weighs ... kilos, it is ... cm tall, it eats ... , meat, he is baking ... , Romans had / used ... etc.</i>
2 Romans Practice activities to explore aspects of ancient Roman civilisation and society	172-174	T7-T12	5 hour module	2nd/3rd	
3 Assessment	174	Appendix 1, 2 and 3	Various	All	

\*Please note: the cycle label is flexible and many of the activities can be adapted to other cycles.



# GROWING





CONTENT AREA

# GROWING



TOPIC

## Living or not living?



AIMS

- to identify the characteristics of living and non-living things
- to find out differences between living and non-living things
- to sort and classify according to chosen criteria
- to describe a work of art



LANGUAGE

- to use appropriate vocabulary
- to have a simple conversation in English
- to say what a living thing can do and what a non-living thing cannot do
- to recognize simple words and match them with pictures
- to describe a picture

BLAH  
BLAH  
BLAH

**VOCABULARY  
AND  
STRUCTURES**

Use words and phrases to describe living and non-living things (*goldfish, plant, humans, stone; Can it ...? It can/can't breathe, eat, move, excrete, use senses, have babies, grow*)



**WHAT CHILDREN  
NEED TO KNOW  
ALREADY**

- how to observe, compare, and classify
- how to record data on tables or graphs
- how to use drawing tool software (e.g. Microsoft Paint)
- how to use the structure *can/can't*



MATERIALS

- goldfish in a fish bowl, green plant, stone
- pictures of life processes (breathing, eating)
- **Worksheets L-1-L-6**



ACTIVITIES

1. *Practical work*
2. Poster: *Living and not living*
3. Reinforcement and consolidation games
4. ICT (Information Technology)
5. Art
6. Assessment





## 1. PRACTICAL WORK

Time: 20 minutes

Materials: a goldfish in a bowl, a green plant, a stone,  
Worksheet L-1

### 1.1 PREPARATION

Place some objects (for example, a goldfish in a bowl, a green plant, and a stone) in different parts of the classroom (on a windowsill, on a desk, on a bookcase) before the start of the lesson.

### 1.2 INVESTIGATION

Invite the children to look around the classroom and point to the new objects they see. Put the goldfish, the green plant, and the stone on a table and teach the words goldfish, plant and stone. Say: **Look at the goldfish!** Then ask the children questions, using gestures and pictures [Worksheet L-1] to help them understand: **Can the goldfish move? Can the goldfish breathe? Can the goldfish eat? Can the goldfish drink? Can the goldfish grow? Can the goldfish have babies?** Elicit the answers **Yes, it can breathe! Yes, it can move! etc.**



**1.3** Ask the children: **Can you move? Can you breathe? Can you eat? Can you drink? Can you grow?** Point to a boy, then to a girl, and finally at yourself saying: **You are a boy! You are a girl! I am a woman/a man! We can move, breathe, eat, drink, grow. We are humans!**



**1.4** Say: **Now look at the plant! Can the plant move? Can it breathe? Can it eat? Can it drink? Can it grow? Can it have babies?** Help the children to think about plant movement (turning towards the light), reproduction (from seed to plant), and nutrition.



**1.5** Now turn your attention to the stone: **Look at the stone now! Can the stone move? Can it breathe? Can it eat? Can it drink? Can it grow? Can it have babies?** A stone can't move; a stone can't drink, etc.





## 2. POSTER: LIVING AND NOT LIVING





























Time: 15 minutes

Materials: 4 copies of **Worksheet L-1**

### 2.1 PREPARATION

Make four enlarged sets of the pictures from **Worksheet L-1** representing the main life processes (breathing, eating, drinking, moving, reproduction, growing) and cross through the pictures of one set with a red felt pen **X**. Prepare a poster divided into four columns like the one below.

## Living and not living

GOLDFISH 	HUMANS 	PLANT 	STONE 
It can:      	They can:      	It can:      	It can't:      

**2.2** Hold up the Worksheet pictures and elicit the words breathe, eat, move, have babies, drink, grow. Hand out the pictures to the children and explain that they have to stick them in the correct column on the poster by following your instructions: **A goldfish can breathe** (a child who has a picture of the lungs has to go and stick it in the right column); **A stone can't breathe** (a child who has a picture of the lungs with a red cross **X** on it can go and stick it in the appropriate column); and so on until all the columns have been completed. Then draw the children's attention to the poster: **The goldfish, the plant, and humans can move, breathe, drink, eat, grow, and have babies. The stone can't move, breathe, drink, eat, grow, or have babies. The goldfish, the plant, and humans are LIVING things. The stone is NOT a LIVING thing.**

### 2.3 FURTHER DEVELOPMENT

Prepare some cards with the words corresponding to the **Worksheet L-1** pictures (move, breathe, eat, drink, grow, have babies); hand out the cards to the children and ask them to take turns to stick the words on the poster next to the appropriate pictures.





### 3. REINFORCEMENT AND CONSOLIDATION GAMES

Time: from 15–30 minutes for each activity listed

Materials: **Worksheets L-2 to L-5**



**3.1** Split the class up into teams of three or four children. Give each team a pack of 18 picture cards [**Worksheet L-2**] which they have to sort into 'living things' and 'non-living things' (the pictures may be enlarged if you wish). The team that finishes first is the winner.



#### **3.2 SIMON SAYS: stone ... plant ... duck ... tree!**

Play the game 'Simon says'. When you say the name of a living thing, the children have to move and when you say the name of a non-living thing they keep still. You could use the words from **Worksheet L-2**.

#### **3.3 SORT THE PICTURES INTO THE CORRECT BOX [Worksheet L-3].**

Explain to the children that they have to cut the pictures out and stick them in the appropriate box. Then ask the children to draw other living or non-living things in the appropriate boxes.

#### **3.4 BOOKLET: 'All living things ...'.**

Give each child copies of **Worksheets L-4 and L-5** and explain that they are going to make a booklet about the seven processes that characterize living beings. Say **All living things ... breathe, eat, move, use senses, excrete, have babies, grow**. Use the pictures on **Worksheet L-4** to explain the words excrete, use senses. Ask the children to colour in the pictures on **Worksheet L-4**, cut them out, and stick them next to the appropriate words on **Worksheet L-5**. Then ask the children to make a cover for the book and staple it together with the two pages of **Worksheet L-5**. If children have a Portfolio, you could ask them to include this booklet in the Portfolio Dossier together with a description form (Appendix 4).

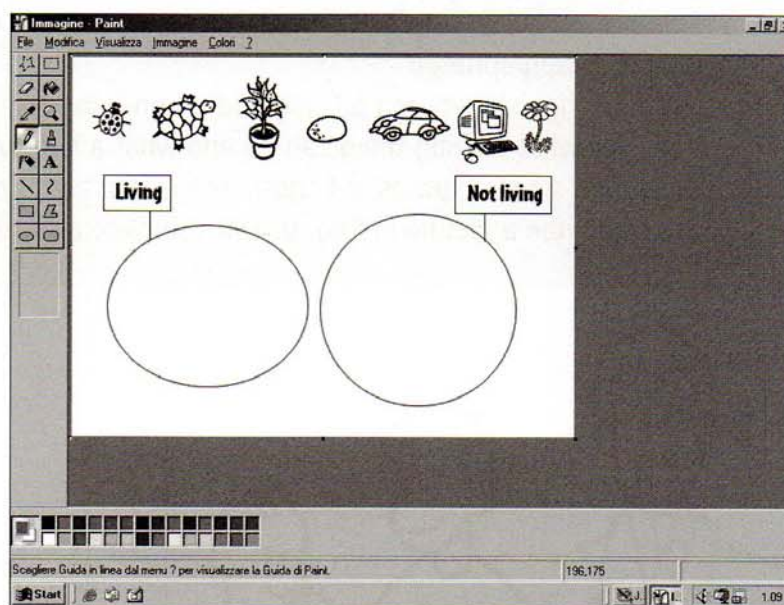
### 4. Extension activity: ICT

Time: 15 minutes



#### **4.1 PREPARATION**

- scan in the pictures of living and non-living things from **Worksheet L-3**;
- save them in the My Pictures folder;
- open the drawing tool PAINT (you can find this in All Programs – Accessories on a standard PC with Microsoft Office software);
- insert the scanned pictures (Edit – Paste) at the top of a blank screen;
- draw two empty shapes using the Ellipse tool;
- write 'Living' above one shape and 'Not living' above the other;
- save the document in a folder.







**4.2** Show the children where the document is and ask them to open the document, select the pictures with the Selection tool, and drag them into the appropriate ellipse.

When children have finished, save the work of each child and print it out.

## 5. Extension activity: ART

Time: 20 minutes

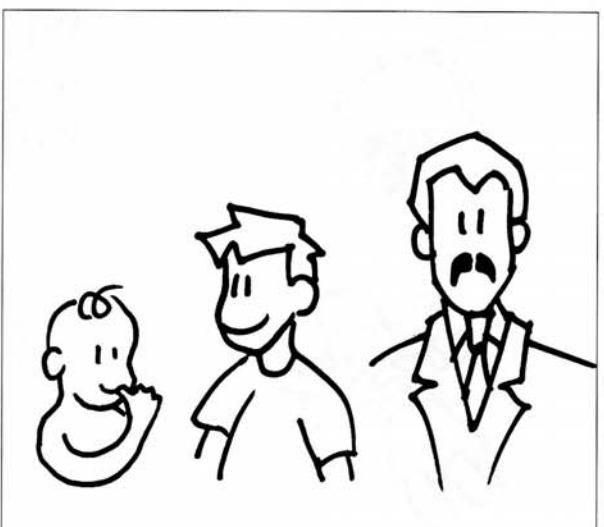
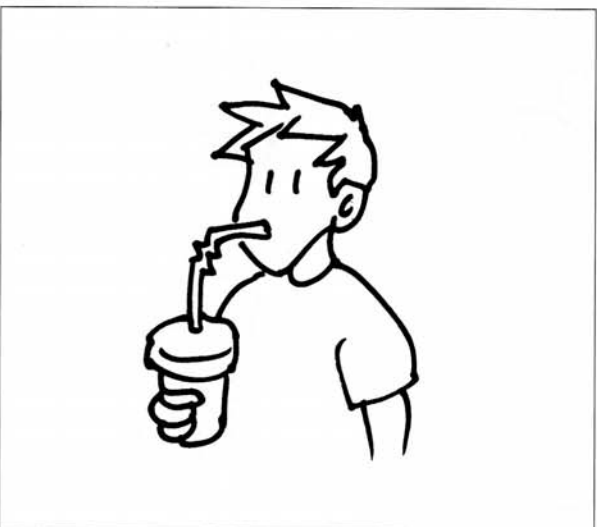
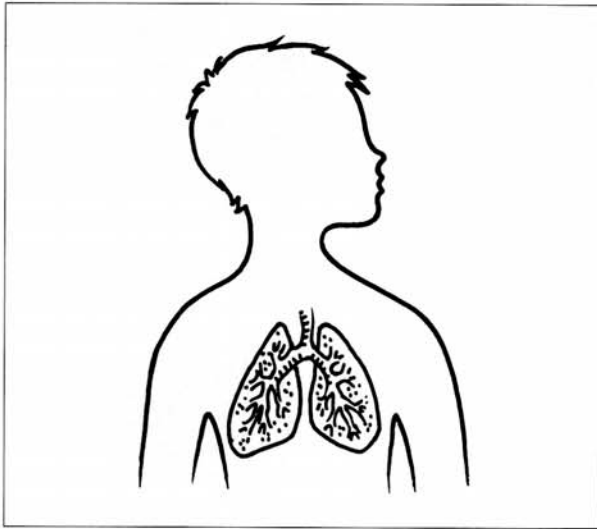
Materials: **Worksheet L-6** or a coloured copy of the work of art *Gli scolari* by Felice Casorati, 1927-28, Galleria Civica d'Arte Moderna, Palermo.

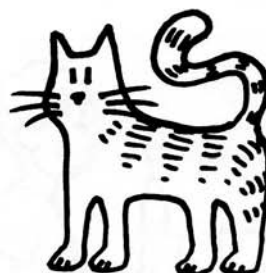
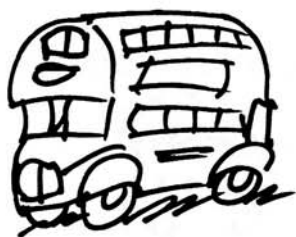
**5.1** Show the children the painting *Gli scolari* (*The pupils*) by Felice Casorati, [**Worksheet L-6**]. Ask the children first to guess the title of the painting and then to list in English all the elements they can recognize: **What can you see in this picture? (I can see a blackboard, a teacher, a globe, a table, a ruler; there are five pupils/children, two books, two sheets of paper.)** Then invite each child to add new elements to their copy of the picture, both 'living' (plants, animals, pupils ...) and 'non-living' (school objects, chair ...). Invite children to tell you what they have added.

## 6. ASSESSMENT

- Progress indicators: **Worksheets L-2/L-3**
- Informal evaluation: Any notes made on the observation sheet (Appendix 1).
- Skills children should have acquired (these can be recorded on the children's ability record, Appendix 2).
  - **Content skills:** the child can distinguish living things from non-living things; can identify the characteristics of living things; can sort and classify according to chosen criteria; can describe a work of art.
  - **Linguistic skills:** the child can say what a living thing can do and what a non-living thing cannot do; can recognize simple words and match them with pictures; can describe and complete a picture according to given instructions.
- Self evaluation: Appendix 3. The following statements can be written into the 'I CAN' column (adapt as appropriate):
  - I can distinguish between a living and a non-living thing.
  - I can say what a living thing can do and what a non-living thing cannot do.
  - I can read simple phrases in English and match them to pictures.
  - I can describe a picture in English and complete a picture according to instructions.



**L-1** WORKSHEET

**L-2** WORKSHEET





# L-3 WORKSHEET

## Living and not Living

Sort the pictures into the correct box.  
Add other living and not living things.

not Living

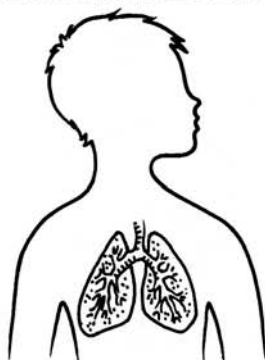


Living




**L-4** WORKSHEET

# All living things ...






Cut out the pictures and glue them onto **WORKSHEET L-5**.



**L-5** WORKSHEET

# All living things ...

 <p>BREATHE</p>	<p>glue</p>
 <p>EAT</p>	<p>glue</p>
 <p>MOVE</p>	<p>glue</p>

Cut out the pictures from **WORKSHEET L-4** and glue them in the right place.



## L5-1

USE SENSES

glue

EXCRETE

glue

HAVE BABIES

glue

GROW

glue

Cut out the pictures from **WORKSHEET L-4** and glue them in the right place.



**L-6** WORKSHEET

*Gli scolari (The pupils)*  
Felice Casorati  
(1927-28)



Add 'living' and 'not living' things to the picture. Colour the picture.



## CONTENT AREA

## GROWING



## TOPIC

## Plants



## AIMS

- to do experiments, predict, record observations, and interpret the results
- to identify the factors that influence the growth of plants
- to identify the different parts of a plant and their functions
- to describe how a plant grows
- to use ICT to present information in a bar chart



## LANGUAGE

- to use appropriate vocabulary
- to talk about the conditions a plant needs to live and grow well
- to describe the different parts of a plant and their functions
- to follow simple instructions
- to make comparisons
- to act out a simple story



## VOCABULARY AND STRUCTURES

Use words and phrases relating to: plants (*roots, stem, trunk, leaf, flower, branch*); growth (*seed, roots, shoot, no/little/good growth, water, light, air, good soil*); instructions on how to do experiments (*fill, make, put, cover, place, cut out, add, match*); adjectives (*big, small, tall, short*); affirmative and negative questions and answers (*What will happen? I think ...; How tall? Has it got ...? Is it ...? It is/isn't; It has/hasn't got. He is ... How many ...?*)



## WHAT CHILDREN NEED TO KNOW ALREADY

- how to do an experiment (predict, observe, record data ...)
- the life-cycle of a plant
- how to take simple measurements



## MATERIALS

- flower pots, soil (compost), sand, sunflower seeds, beans, water, a plastic bag, a paper plate, celery, cotton wool, food colouring, a transparent container, pictures of plants (flowers and trees)
- **Worksheets P-1-P-5**



## ACTIVITIES

1. *Discovering plants*
2. *What plants need to grow*
3. *Measuring growth*
4. *Story: Jack and the beanstalk*
5. *ICT*
6. *Art*
7. *Assessment*





## 1. DISCOVERING PLANTS

Time: 2 hours

Materials: food colouring, celery, a transparent container, **Worksheets P-1 to P-2.1**

### 1.1 PREPARATION

Get the children thinking about different kinds of plants. If possible, take them outside and ask them to point out any flowers and trees they can see: **Can you see a flower? What colour is it? Can you see a tree?** In the classroom, show them pictures of trees and flowers and ask **What's this?** Bring in a flowering plant in a pot and use it throughout to help understanding.

### 1.2 PLANT PARTS

Ask the children to make a drawing of a plant (a tree or a flower). Once the children have finished their drawings, show them the 'Tree and Flower Pictures' (**Worksheet P-1**, enlarged and cut out) in order to introduce the vocabulary for the different parts of a tree or flower; get the children to point them out in their drawings: **Point to the branches; point to the trunk; point to the petals**, etc. Depending on the age of the class, repeat the activity using the 'Tree and Flower Words' [**Worksheet P-1**]. Show the words only, the children have to point to the corresponding part of the plant on their drawings.

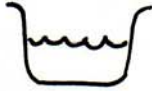




### 1.3 PLANT AND FLOWER PUZZLE

Make a copy of **Worksheet P-1** for each child. Explain to the children that they have to cut out the pictures along the dotted lines; make a tree and a flower; stick them in their exercise books and glue the labels next to the right part of each plant.

### 1.4 EACH PART OF A PLANT IS IMPORTANT

Discuss the functions of the different parts of a plant with the children and help them with vocabulary as necessary (for example, **the roots hold the plant in the ground and take in water and nutrients from the soil; the stem carries water and nutrients from the roots to the rest of the plant, holds the plant up, and enables it to turn towards the light**). Carry out a simple experiment to demonstrate how the stem and roots work: **The roots take in water and nutrients. The stem carries water and nutrients from the roots to the rest of the plant.**

### WHAT TO DO

1. Half fill a container with water. 	2. Add some drops of food colouring. 	3. Stir well. 
4. Cut three stalks of celery and stand them in the coloured water. 	5. Leave the celery in the water all day. 	6. What happens?  The stem carries the water to the leaves.

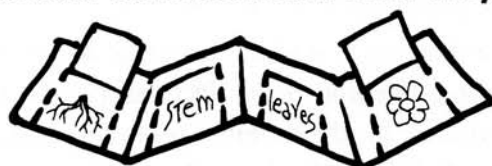
The pictures can be photocopied, enlarged, and used to record the steps of the experiment.



Depending on the age and language level of the children, you could investigate other plant functions, for example, **Roots hold the plant in the soil. Stems hold the plant up and move it towards the sun. Leaves use sunlight to make food for the plant (photosynthesis). Petals are usually coloured to attract bees and other insects.**

### 1.5 ZIG-ZAG BOOK

Give each child a copy of **Worksheets P-2/P-2.1** Explain that they are going to make a zig-zag book. They have to fold the two Worksheets in half lengthwise along the black line; cut the flaps along the dotted lines; read the captions and fill in the gaps above the captions with the missing words. Under the flap they should draw the part of the plant that matches the description. Demonstrate and say **Fold the paper like this. Cut here. Write the words. Draw the parts of a plant.**



## 2. WHAT PLANTS NEED TO GROW

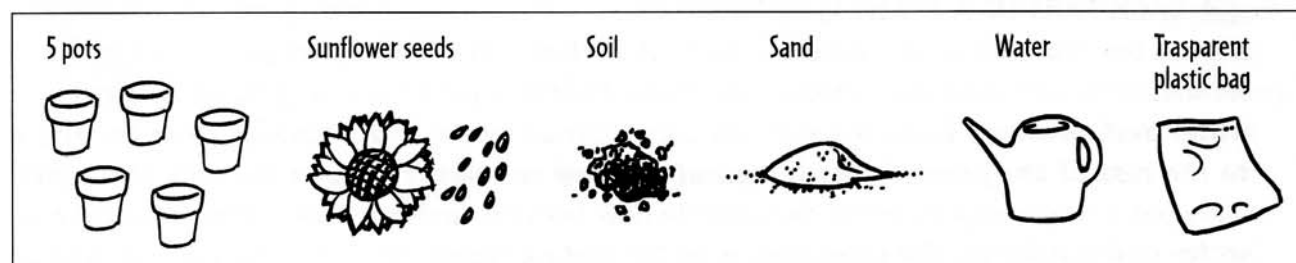
**Time:** 1 hour 30 minutes; (+ 20 days for the experiment)

**Materials:** 5 pots, sunflower seeds, soil, sand, water, plastic bag, poster (optional)

### 2.1 PREPARATION

The aim of the experiment is to observe and discover the factors that influence a plant's growth. The pictures that describe the experiment can be enlarged and used as flashcards.

### WHAT YOU NEED

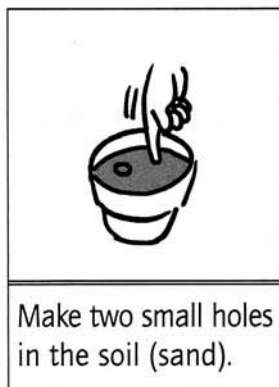


### 2.2 EXPERIMENT

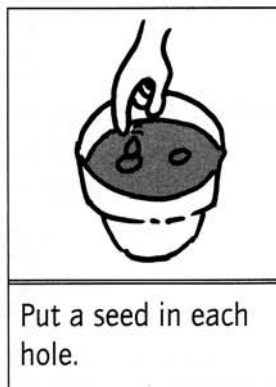
Divide the class into five groups; give a pot and some sunflower seeds to each group; four groups should fill their pot with soil and one group with sand. Tell the children to follow your instructions for preparing the pots:



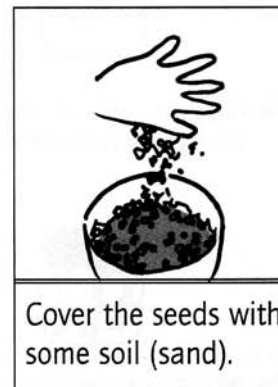
Fill a pot with soil (sand).



Make two small holes in the soil (sand).



Put a seed in each hole.



Cover the seeds with some soil (sand).





**2.3** When all the pots are ready, tell each group to label its pot by following your instructions: **Write number 1 (2, 3, 4, 5) on the label and stick it on the pot; then place it ...** The pots should be numbered 1–5 with the pot containing sand being number 5. Get the children to place the pots in various locations according to the instructions below:



Place pot 1 in a sunny place (window sill) and water it.



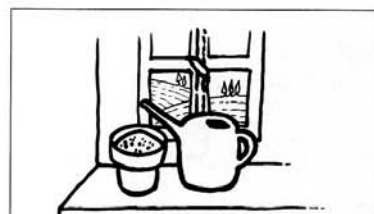
Place pot 2 in a sunny place but don't water it.



Place pot 3 in a dark place and water it.






Place pot 4 in a sunny place, water it, and close it in the plastic bag.



Place pot 5 (with sand) in a sunny place and water it.

**2.4** Ask the children to predict what will happen to the seeds in the different pots and to record their predictions on a grid by using the following symbols:








		
No growth	Little growth	Good growth

Help the children to make predictions about how the seeds will grow: **The seeds in pot 1 will have light, air, and water. What do you think will happen to these seeds: no growth, little growth, or good growth? The seeds in pot 2 will have light, air but no water. What do you think ...? The seeds in pot 3 will have air and water but no light. What do you think ...? The seeds in pot 4 will have light and water but no air. What do you think ...? The seeds in pot 5 will have light, water, and air but they are in sand. What do you think will happen?** They should write their predictions in a grid (see the next page).

At the end of the experiment (after about 20 days), get the children to record the results in the grid and compare them with their starting predictions: **What can you see? What colour are the stems and leaves?** (possible results: pale leaves; short, yellow stems; tall, green stems; short, green stems; tall, yellow stems ...) **Do seeds in sand grow well? Can a plant grow without air/water/light/good soil?**



The results of the experiment show that the seeds which have grown best are the ones in pot number 1; we can therefore state that in order to grow healthily plants need water, light, air, and food: **The seeds in pot 1 grew best. This is because plants need water, light, air, and good soil to grow well.**

	Date: ..... What I think	Date: ..... Results
Soil + light / no water 		
Soil + light + water 	Good growth 	Tall green stems 
Sand + light + water 		
Soil + water /no light 		
Soil + water + light / no air 		

## 2.5 WHAT PLANTS NEED TO GROW

Divide the class into four groups; give each group a big, square sheet of paper and the name of one of the four elements necessary for the growth of a plant (water, light, air, soil). Explain that each group has to illustrate the assigned element by choosing a favourite technique (water colours, paint, collage, etc.).

## 3. MEASURING GROWTH

**Time:** 1 hour; (+ about 20 days for the experiment)

**Materials:** paper plate, beans, cotton wool, water, glass jars **Worksheet P-3**

### 3.1 PREPARATION

The aim of this experiment is to observe and record the growth of a broad bean plant.

### WHAT YOU NEED

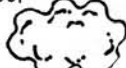
Paper plate



Beans



Cotton wool



Water



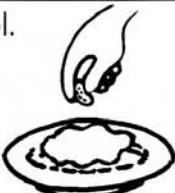
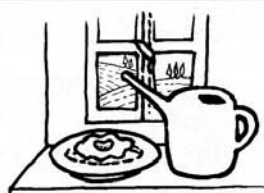






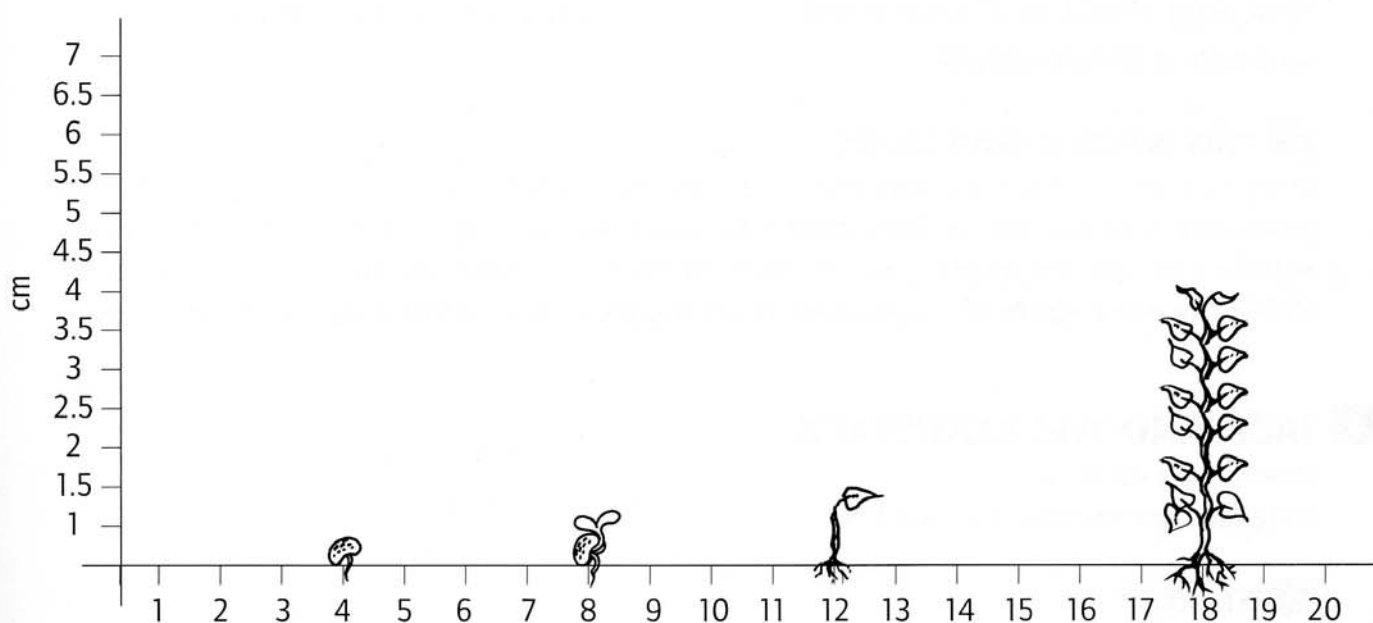
### 3.2 EXPERIMENT

Follow the instructions to run the experiment (please note that cotton wool is used instead of soil so that the bean growth can be easily observed). You will find an alternative version of this experiment on **Worksheet P-3**.

1. Dampen the cotton wool.		2. Put the cotton wool on the paper plate.	
3. Put the beans on the cotton wool.		4. Place the plate on the windowsill and water it every day.	

Get the children to draw a graph on which the time, in days, is recorded on the X axis and the height of the plant, in centimetres (not including the roots) is recorded on the Y axis.

Children have to write on the graph the date of sowing, the date when the first root appears, the date when the first shoot appears, the date when the first leaf appears, and the date of the last day of the experiment. From when the first shoot appears, children have to measure and record the height of the plant and the number of leaves on it. The aim is to find out how many days pass between the time of sowing and the appearance of the first root; between the appearance of the root and that of the first shoot, and between the appearance of the first shoot and the development of the whole plant. The information from the graph will enable children to say how many days each stage of growth took and the height of the plant at each stage up to the end of the experiment: **How many days before a root grows? How many days after that before the shoot grows? How long is the stem after 8 days/12 days? How many leaves after 10 days?**



first day

Date: .....

First root

First shoot

First leaf

last day

Date: .....



### 3.3 WE WANT TO GROW A PLANT

Teach the actions that go with the song (to the tune of the traditional song 'The Farmer's in his Den') and get the children to join in.

Let's grow a plant, let's grow a plant

(dance in a ring holding hands)

ee-ai-adio let's grow a plant.

We plant a little seed, we plant a little seed

(pretend to sow a seed in a pot)

ee-ai-adio we plant a little seed.

The seed is in the soil, the seed is in the soil

(crouch down and curl up as if you are the seed in the soil)

ee-ai-adio the seed is in the soil.

The seed grows a root, the seed grows a root

(still crouching, put one of your legs out to represent the root)

ee-ai-adio the seed grows a root.

The seed is now a shoot, the seed is now a shoot

(still crouching, raise one of your arms to represent the shoot)

ee-ai-adio the seed is now a shoot.

The shoot grows a plant, the shoot grows a plant

(stand up)

ee-ai-adio the shoot grows a plant.

The plant grows a flower, the plant grows a flower

(put your hands together above your head)

ee-ai-adio the plant grows a flower.

A bee is on the flower, a bee is on the flower

(act out the flight and buzzing of a bee)

ee-ai-adio a bee is on the flower.

We all dance around, we all dance around

(dance in a ring holding hands)

ee-ai-adio we all dance around.

### 3.4 THIS IS HOW A BEAN GROWS

Using enlarged pictures from **Worksheet P-3**, help the children to sequence the stages of a broad bean's growth. Make a copy of **Worksheet P-3** for each child and help them to complete the captions with the data from the growth graph; then tell the children to match the pictures to each sentence:

**Match the drawings to the sentences. What happens first? What happens after ... days?**

## 4. JACK AND THE BEANSTALK

Time: 1 hour 40 minutes

Materials: **Worksheets P-4 and P-5**

### 4.1 STORY

Enlarge the 'story card dominoes' [**Worksheets P-4/P-5**] and use them to tell the story to the class. Hold up the first card and say **This is Jack, this is his mother, and this is their cow**. Hold up each card in turn as you tell the story and explain anything the children don't understand.





- Jack and his mother are very poor. They only have one cow.
- Jack goes to market. He sells the cow for five magic beans.
- Jack's mother says, 'Five beans for a cow!' She throws the beans out of the window.
- In the night, a beanstalk grows and grows ...
- Jack climbs to the top of the beanstalk. He sees a Giant's castle.
- Jack is in the kitchen with the Giant's wife.
- They hear a noise. The Giant's wife says 'Quick! The Giant is coming. Hide in the oven!'
- The Giant has got a magic hen and three bags of golden eggs.
- The Giant says 'Lay, little hen, lay!' The hen lays some golden eggs.
- The Giant goes to sleep. Jack takes the bags and the hen.
- Jack runs out of the castle.
- Jack climbs down the beanstalk.
- The Giant runs after Jack and climbs down the beanstalk.
- Jack chops down the beanstalk. 'That is the end of the Giant!' he says
- Now Jack and his mother are rich and very happy.

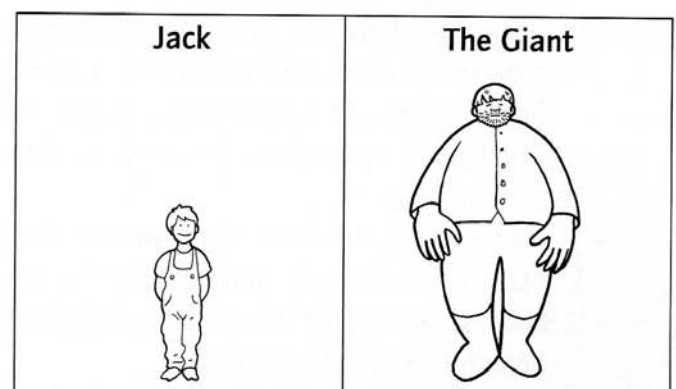
**4.2** Tell the story again and ask the children to act it out: ***Jack goes to market with his cow; Jack sells the cow; Jack climbs to the top of the beanstalk; the Giant runs after Jack***, etc. Get the children to think about and compare the growth of the imaginary beanstalk in the fairytale with the real growth recorded during the experiment.

### **4.3 JACK AND THE BEANSTALK DOMINOES**

**G A** Divide the class into groups and give out copies of **Worksheets P-4/P-5** to each child. Explain to **M E** the children that they have to cut out the dominoes along the dotted lines. To play the game, each group uses one set of dominoes. The rules are the same as traditional dominoes: shuffle the cards, put the one with START on the table, and deal the others to the players; the player who has got the card with the caption that matches the picture of Jack and the cow, puts the card on the table matching the caption with the picture of the previous card. The aim of the game is to tell the story by matching pictures and captions; the winner is the first player left without cards. You can help the children by reading out the story as they play the game.

**4.4** Make a poster by dividing a piece of paper in half. Draw Jack on one half and the Giant on the other. Ask the children questions in order to get them to describe some features of the two characters. Record their answers on the poster.

- ***How tall is the Giant?***
- ***Has the Giant got a big nose?***
- ***Are the Giant's hands big or small?***
- ***What does the Giant eat?***
- ***Is the Giant fat?***
- ***Is Jack tall or short?***
- ***What colour is Jack's hair?***







## 5. Extension activity: ICT

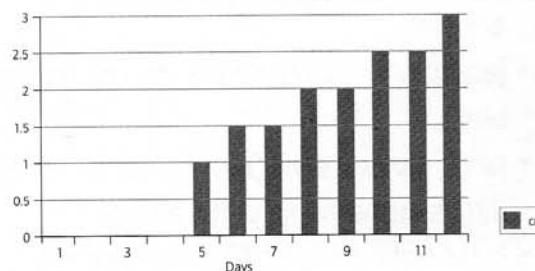


Time: 30 minutes

Materials: PC

Use a Microsoft Word table or Excel graph to record the data from the experiments you have carried out (for example, how long a bean takes to grow and how its height increases).

**How a bean grows**



## 6. Extension activity: ART

Time: 1 hour

Materials: paintings by various artists depicting plants or flowers, paint, coloured paper, glue

### 6.1 PREPARATION

Get the children to look at and describe paintings by various artists, mentioning their colours, forms, lines, etc. (e.g. *Sunflowers* or *Cypresses* by Vincent Van Gogh; *Big Flower* by Andy Warhol ...). Ask **What can you see? What colour is it? Is it big or small? ...**

**6.2** Explain to the children that they are going to make pictures of a flower and a plant by using parts of their bodies (hand, arm) and following your instructions.

**Flower:** dip the palm of one hand in a bowl filled with non-toxic paint; make a hand-print on a blank sheet of paper (this represents the flower); paint the stalk, the leaves, and the roots.

**Tree:** put your forearm and hand on a blank sheet of paper and draw round them with a pencil; colour the resulting silhouette brown (the arm is the trunk of the tree and the fingers are its branches); complete the picture by sticking leaves and flowers on to it. These should be made by roughly tearing coloured paper (children should tear the paper with their hands rather than cutting it with scissors to give the leaves a more irregular shape).



## 7. ASSESSMENT

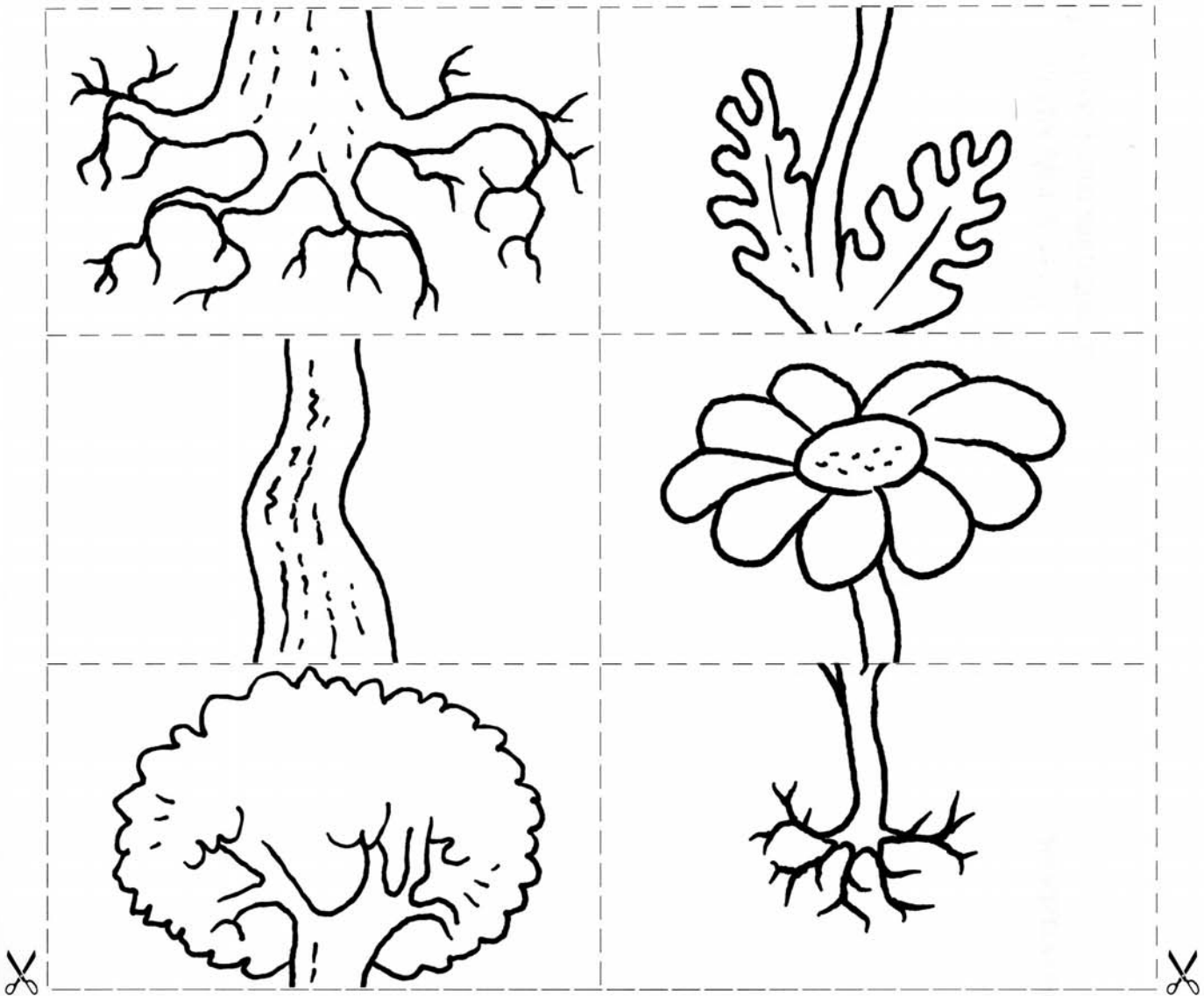
- Progress indicators: **Worksheets P-1/P-2/P-3**
- Informal evaluation: Notes on the children's abilities in recording, organizing and analysing data, speaking and acting (Appendix 1).
- Skills children should have acquired (these can be recorded on the children's ability record, Appendix 2).
  - **Content skills:** the child can say what factors influence a plant's growth; can identify the different parts of a plant and their functions; can order the stages in the growth of a plant.
  - **Linguistic skills:** the child can talk about the conditions a plant needs in order to live and grow well; can name the parts of a plant; can follow simple instructions; can tell a simple story by putting the scenes in the right order.
- Self evaluation: Appendix 3. The following statements can be written into the 'I CAN' column (adapt as appropriate):
  - I can identify the parts of a plant and talk about their function.
  - I can observe, record, and describe the growth of a plant.
  - I can name the parts of a plant in English and say what a plant needs to live and grow well.
  - I can follow simple instructions.
  - I can read simple phrases and match them to pictures.




**P-1** WORKSHEET

# Plant and flower puzzle

Cut out the pictures along the dotted lines. Make a tree and a flower. Glue the labels next to the right part.



Flower

Leaf

Trunk

Root

Stem

Root

Branch

Petal

Leaf



**P-2**  
WORKSHEET

hold the plant in the soil.  
They take in water and nutrients.

attracts bees and insects.

(fold)





**P-2.1** WORKSHEET

	<div data-bbox="1524 369 1572 414" style="text-align: right;">✂</div> <div data-bbox="1284 627 1428 884" style="text-align: center;"> <p>use sunlight to make food for the plant (photosynthesis).</p> </div> <div data-bbox="1524 1108 1572 1153" style="text-align: right;">✂</div>
	<div data-bbox="933 1321 965 1366" style="text-align: center;">(fold)</div> <div data-bbox="1524 1265 1572 1310" style="text-align: right;">✂</div> <div data-bbox="1284 1456 1380 1870" style="text-align: center;"> <p>holds the plant and carries water from the roots to the plant.</p> </div> <div data-bbox="1524 2027 1572 2072" style="text-align: right;">✂</div>
<div data-bbox="279 2128 343 2172" style="text-align: right;">✂</div>	<div data-bbox="1524 2128 1572 2172" style="text-align: right;">✂</div>

**P-3** WORKSHEET

# This is how a bean grows

The bean is in a jar with wet cotton wool. It takes in water.



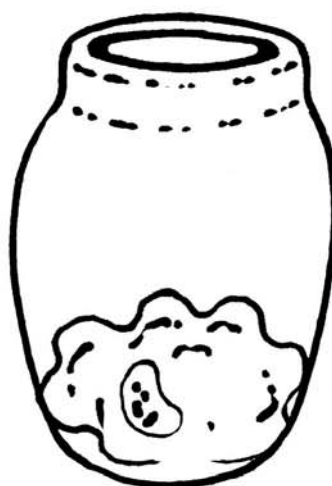
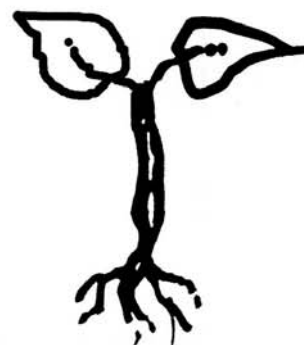
After ..... days,  
a root grows.



After ..... days,  
a shoot comes out and  
grows.



After ..... days,  
green leaves grow.



Match the drawings to the words.

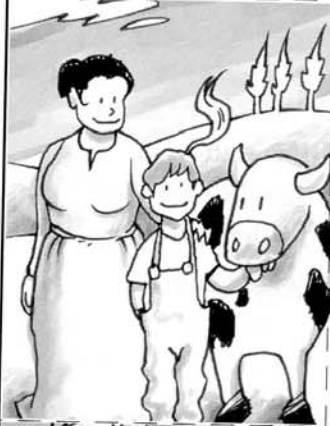



**P-4** WORKSHEET

# Jack and the beanstalk dominoes



**START**



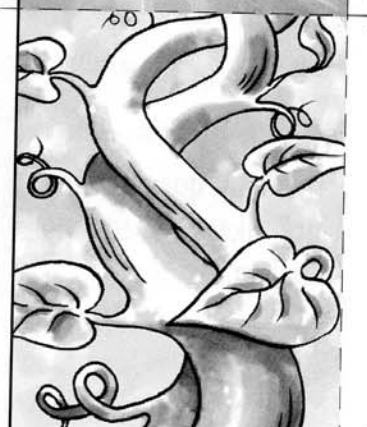
Jack and his mother are very poor. They only have one cow.



Jack goes to market. He sells the cow for 5 magic beans.



Jack's mother says 'Five beans for a cow!' She throws the beans out of the window.



In the night a beanstalk grows and grows...



Jack climbs to the top of the beanstalk. He sees a Giant's castle.



Jack is in the kitchen with the Giant's wife.



The Giant's wife says 'Quick! The Giant is coming! Hide in the oven!'



**P-5** WORKSHEET

The Giant has got a magic hen and 3 bags of golden eggs.



The Giant says, 'Lay little hen, lay!' The hen lays some golden eggs.



The Giant goes to sleep. Jack takes the bags and the hen.



Jack runs out of the castle.



Jack climbs down the beanstalk.



The Giant runs after Jack and climbs down the beanstalk.



Jack chops down the beanstalk. 'That is the end of the Giant!' he says.



Now Jack and his mother are rich and very happy.

**The end**

CUT ALONG THE DOTTED LINES





CONTENT AREA

# GROWING



TOPIC

## Animals



AIMS

- to group living things into animals and plants
- to make comparisons based on differences and similarities
- to classify animals according to chosen criteria (body type, movement, nutrition)
- to learn about animal life-cycles
- to solve simple mathematical problems
- to plan a simple multimedia product



LANGUAGE

- to mime and describe the way animals move
- to talk about food animals eat
- to describe animals' bodies (skin, feathers, scales, shell)
- to talk about animals and their young
- to talk about life-cycles (for example, frog/butterfly)

BLAH  
BLAH  
BLAH

VOCABULARY  
AND  
STRUCTURES

Use words and phrases relating to: the physical characteristics of animals: (*vertebrate, invertebrate, mammal, insect, fish, reptile, bird*); animal bodies: (*spots, stripes, wool, shell, scales, feathers, fur, 2/4/6 legs*); and animal movement: (*swim, jump, fly ...*); nutrition (*carnivore, herbivore, meat, fish, plants*); numbers 1-10; the life-cycle of a frog or a butterfly; affirmative and negative questions and answers (*Can it ...? It can/can't; What is it? Is it ...? It is/isn't; How many ...? It has got/hasn't got; What does ... eat/like? They like/don't like ...*)

WHAT CHILDREN  
NEED TO KNOW  
ALREADY

- how to classify and interpret data
- how to use tables to record data
- how to use ICT to search for/present information
- how to use Word and PowerPoint programmes
- how to use basic vocabulary related to living and non-living things



MATERIALS

- pictures of plants and animals; magazines, encyclopedias, reference books, the Internet
- **Worksheets A-1-A-18**



ACTIVITIES

1. Plant or animal?
2. The animal kingdom
3. Animal bodies
4. What do they eat?
5. Adults and young
6. Life-cycles
7. Funny maths
8. Art
9. ICT
10. Assessment



## 1. PLANT OR ANIMAL?

Time: 1 hour 20 minutes

Materials: pictures of plants and animals, **Worksheets A-1 to A-4**, glue, paper, crayons

### 1.1 PREPARATION

Stick two pictures, one of a plant and one of an animal, on the board. Point to the picture of the plant and ask the children: **Is it a plant or an animal? Can it run? Can it hear? Can it see? Does it have leaves? Does it have roots? Does it have babies? Can it make noises? Can it move? Can it eat? Does it need**



**water?** (you can use gestures to help the children understand). The children should be able to reply in English since the questions are related to language already dealt with in the previous activities. Depending on the age and level of the class children may be able to explain that plants move towards the light, produce seeds, and feed on nutrients from the soil. They also produce food autonomously by photosynthesis. Then, point to the picture of the animal and ask: **What is it? Can it run? Can it hear? Can it see? Does it have babies? Can it make a noise? Does it have legs? Can it eat? Does it need water?** Help the children with vocabulary to answer the questions, if necessary.



### 1.2 PLANT OR ANIMAL GAME

Divide the class into teams of three or four children and give each team two pictures, one of a plant and one of an animal. Name one feature of an animal or a plant (for example, **It can run; it has roots; it has babies; it eats plants; it can move towards the light; it grows**); the team that raises the picture corresponding to the description first (either animal or plant, or animal and plant if they share the same feature) gets a point. The team that has collected most points by the end of the game is the winner.

### 1.3 FUNNY CREATURES

Make at least four enlarged photocopies of **Worksheets A-1/A-2/A-3**. Cut them along the dotted lines and place the parts in three different boxes: box 1 (heads), box 2 (bodies), box 3 (legs). Divide the class into groups of three. Explain to each group that they have to pick a card out of each box, stick the different parts on a sheet of paper in the correct order to make a creature, and then colour it: **Pick up a card from the heads box, one from the bodies box and one from the legs box. Now make your funny creature.** Collect all the funny creatures in a class book.

### 1.4 PLANTS OR ANIMALS?

Read out the sentences on **Worksheet A-4** and tell children to write the group (plants/animals/animals and plants) they refer to in the appropriate space.





## 2. THE ANIMAL KINGDOM

Time: 2 hours

Materials: **Worksheets A-5 and A-6**, animal pictures

### 2.1 PREPARATION

Ask the children to look through magazines for pictures of animals for homework. At school tell the children to stick the pictures on cardboard to make flashcards. Alternatively, enlarge the pictures of **Worksheets A-5 and A-6**.












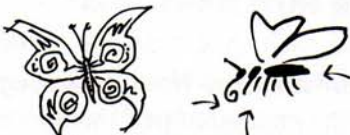




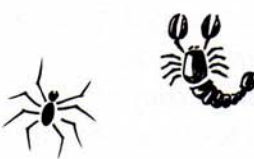
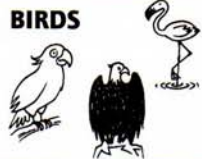








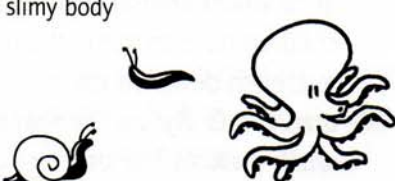
### 2.2 SORTING ANIMALS

Divide the children into small groups, give a set of pictures from **Worksheets A-5/A-6** to each group and ask them to sort the animals according to the features they have in common. Then, get each group to compare and discuss the criteria they used for grouping the animals (for example, colour, habitat, food, skin, movement, number of legs).

### 2.3 ANIMAL GROUPS

a) Tell the children that all animals are sorted into groups. The groups are determined by characteristics that the animals share. This grouping (called classification) makes it easier to find, identify, and study animals. The table below is for your information, and can be used in different ways

#### ALL THE ANIMALS IN THE WORLD CAN BE PUT INTO TWO GROUPS: VERTEBRATES OR INVERTEBRATES

 <b>VERTEBRATES</b> are animals with a backbone				 <b>INVERTEBRATES</b> are animals with no backbone
<b>FISH</b> 	Breathe with gills 	Lay eggs in water 	Have fins and scales 	<b>INSECTS: 3 body parts – 6 legs</b> 
<b>AMPHIBIANS</b> 	Develop gills into lungs 	Lay eggs in water 	Damp skin 	
<b>REPTILES</b> 	Breathe with lungs on land 	Lay eggs 	Dry scaly skin 	<b>ARACHNIDS: 2 body parts – 8 legs</b> 
<b>BIRDS</b> 	Breathe with lungs 	Lay eggs with hard shell 	Have feathers 	
<b>MAMMALS</b> 	Breathe with lungs 	Have babies 	Body hair or fur  Feed babies with milk 	<b>MOLLUSCS: no legs – some have a shell – slimy body</b> 





depending on the level of your class: e.g. as a stimulus for scientific discussion or as a model for making a class poster on which children stick pictures of animals in the appropriate column.

- b) Draw two ellipses on the board or make a shape with string on the floor; then write **Vertebrates** (animals with a backbone) in one of the ellipses and **Invertebrates** (animals without a backbone) in the other one. Give each child a picture of an animal to be placed in the appropriate group. Ask children to identify, within the two big groups (**Vertebrates and Invertebrates**), the animals that belong to the various sub-groups: **Fish, Amphibians, Reptiles, Birds, Mammals**.
- c) Discuss the characteristics of mammals with the children and ask them to compare a whale/dolphin (mammals) with a shark (fish). The first two, like all mammals, give birth to live young and have to go up to the surface of the sea to breathe; many kinds of shark lay eggs, and they breathe through their gills in water. After the discussion, fill in the table below with the children.

WHALE AND DOLPHIN	What they have in common	SHARK
Have babies _____ _____ _____	• Live in the sea • No legs • Have fins • Carnivores	Lays eggs _____ _____ _____

### 3. ANIMAL BODIES

Time: 1 hour 30 minutes

Materials: **Worksheets A-7 to A-11**, animal pictures

#### 3.1 PREPARATION

Revise or introduce vocabulary related to animal names, e.g. fish, rabbit, snake, bird, cheetah, caterpillar and action verbs, e.g. run, fly, walk, jump, swim, crawl, slide.

#### 3.2 HOW MANY LEGS?

Give each child a picture of an animal and ask them to count how many legs it has got: **Look at your animal! How many legs has it got?** Tell the children they have to form groups according to the number of legs their animals have got. Ask each group: **How many legs have your animals got? What animals have you got?**

- Give each child a copy of **Worksheet A-7**, ask them to cut out the animal pictures, and glue them into the right group. At the end of the activity, tell the children to stick the Worksheet in their exercise book.
- Make a copy of **Worksheet A-8** for each child and explain that the activity consists of reading the texts and adding other animals in each group.



#### 3.3 HOW ANIMALS MOVE

- a) **The magic box.** Tell the children to crouch on the ground to represent a closed box. Give instructions as to which animal is going to come out of the box: **Open the boxes and ... rabbits jump out!**; children have to mime the hopping of a rabbit. When you say: **Close the boxes!** the children have to crouch down on the ground again and wait for new instructions: **Open the boxes ... fish swim out/birds fly out/cheetahs run out/snakes slide out/caterpillars crawl out/children walk out.** At the beginning of the activity, to help the children understand the instructions, you can show a picture of the animal whose movement they have to mime.





- GA ME** b) Can a lion swim? Ask the children questions about animal movement: **Can a lion swim? Can a rabbit jump? Can a panda climb trees? Can an elephant fly? Can a snake run?** If the answer is affirmative (**Yes, it can**) the children mime the movement of the animal; if it is negative (**No, it can't**) they remain still.
- c) Tell the children to match each animal with the word describing its movement on **Worksheet A-9** and read the statements at the bottom of the page: **Did you know?**

### 3.4 BODY COVERINGS

- a) Introduce and practise words related to body coverings by using pictures of animals. Ask the children to group the animals according to the type of skin covering they have (hair, fur, wool/fleece, shell, scales, feathers) and search for more information in books or on websites of scientific interest.
- b) Give out copies of **Worksheet A-10**. Explain to the children that they have to put a cross **X** in the square corresponding to the type of skin covering that each animal has: **Put a cross in the right square.** Discuss the data in the table with the children: **How many animals have got a shell? Tell me their names! How many animals have got feathers? Tell me their names!**
- c) Tell the children to complete the animal pictures in **Worksheet A-11** by adding the pattern on their skin (spots or stripes): **Draw the type of skin pattern each animal has got: spots or stripes?**

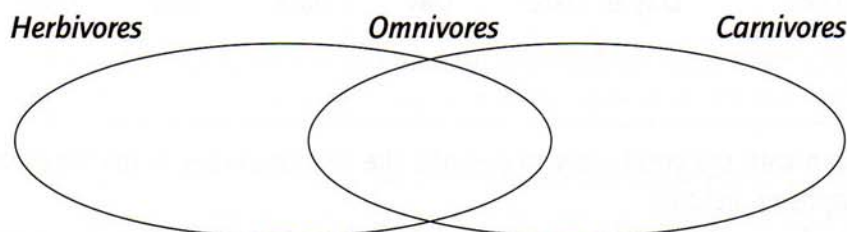
## 4. WHAT DO THEY EAT?

Time: 1 hour

Materials: animal pictures, colours, white paper

### 4.1 CARNIVORE OR HERBIVORE?

- a) Ask the children questions about what some animals eat: **What do cows eat? Do rabbits eat fish or carrots? What do lions eat?** Say **Cows eat grass. They don't eat meat or fish. Giraffes eat grass and leaves. They don't eat meat or fish.** Children can look for relevant information to check their ideas and find out further information in books or on the Internet. Next discuss the terms carnivore, herbivore, omnivore: **What does a carnivore eat? A carnivore eats meat or fish. What does a herbivore eat? A herbivore eats plants. What does an omnivore eat? An omnivore eats plants and meat or fish.**
- b) Draw a Venn diagram on the board; show pictures of animals and ask the children to classify them into carnivores, herbivores, and omnivores: **What is it? It's a cow./What do cows eat? They eat grass./Are they carnivores or herbivores? They are herbivores!** Children can then copy the diagram in their exercise books, using words instead of the pictures.



### 4.2 MY FANTASTIC ANIMAL

Invite the children to draw an animal using the features they have analysed in the previous activities (for example, **This is a ...; It has got feathers, fur, spots, stripes; It has got ... legs, a big/small body, etc.; It can jump, fly ...; It eats ... . It has babies/lays eggs, etc.)**





## 5. ADULTS AND YOUNG

Time: 45 minutes

Materials: animal pictures (adults and young), **Worksheet A-12**

- Using animal pictures, teach or revise the vocabulary for adult animals and their young (horse/foal, cow/calf, hen/chick, sheep/lamb, frog/tadpole, dog/puppy, etc.). Scatter the pictures on a table and ask children to say what kind of relationship these animals have to each other (mother-baby; adult-young).
- Make enlarged photocopies of **Worksheet A-12**; fold them along the dotted lines and stand them on the table showing the children the pictures of the adult animals. Then ask the children: **What animal is this? It's a horse! / What's the name of a young horse? Foal!** (Show the picture of the young animal.)
- Divide the children into groups of three or four. Give each group a different musical instrument (drum, triangle, maracas, cymbals, flute, whistle), which has to be used as a 'buzzer' to indicate that they know the answer. Stand the pictures from **Worksheet A-12** on a table with the adult animals facing the groups. Say the name of an adult animal; the group that uses their 'buzzer' first gets to name the young animal. If the answer is correct they get a point.

**Variation:** have the pictures of the young animals facing the children. Say the name of a young animal (e.g. calf); the group that claims the answer first by playing their instrument can name the adult, and if the answer is correct they get a point.

## 6. LIFE-CYCLES

Time: experiment (about 30 days); drama (30 minutes + preparation); other (1 hour)

Materials: tadpoles, glass bowl, water, caterpillars, information books, **Worksheets A-13 to A-16**

### 6.1 THE LIFE-CYCLE OF A FROG

- Collect some tadpoles from a pond in the school area or ask the children to look for some with their parents. Place the tadpoles in a big glass bowl in the classroom and ask the children to feed them daily. Children can observe their development and record the stages of the tadpoles' transformation into frogs by taking photographs. NB This experiment may be replaced by videos or pictures taken from books or from websites about the frog's life-cycle.
- Ask the children to write or draw the main changes on a table like the one below: **On what day did you see the back legs? On what day did you see the front legs? On what day did the tail disappear?**

Date: ..... Day 1	Date: ..... Day 9	Date: ..... Day .....	Date: ..... Day .....	Date: ..... Day .....

- Help the children with the vocabulary to describe the various stages in the life-cycle of a frog by using photographs or pictures:
  - Mother frog lays eggs in the water (frog spawn). The eggs are surrounded by jelly. She can lay as many as 4000 eggs.**
  - After 10-15 days hundreds of tadpoles hatch out. Tadpoles have a tail and gills to breathe with.**





- **After six weeks, tadpoles grow lungs and back legs.**
- **After nine weeks froglets are part tadpole and part frog. They have longer legs, the tail disappears and short front legs grow.**
- **After 14 weeks froglets are frogs at last.**

## 6.2 WHO AM I ?

- a) Explain to the children that they are going to be involved in a play about the life-cycle of a frog. Enlarge pictures from **Worksheets A-13/A-14** and use them to tell the story of the little tadpole.

1  
Narrator: Look at the pond! Five little eggs on a green leaf.

Pond Plants: Wake up, little eggs! Time to go.

2  
Narrator: Four little eggs wake up. Look! Four little tadpoles.

Pond Plants: Swim, tadpoles, swim!

3  
Narrator: Four little tadpoles swim away.

4  
Narrator: Oh no! There is one little egg left on the leaf.

5  
Narrator: Then ... a baby tadpole comes out of the egg.  
Tommy Tadpole: Where's my Mummy? And my friends?

6  
Narrator: Tommy sees a fish.  
Tommy: Who are you?  
Fish: I'm a fish.  
Tommy: Am I a fish?  
Fish: No, you are not!

7  
Narrator: Tommy sees six fishes.  
Fish 1: I can swim!  
Fish 2: I can swim too!  
Fish 3: I can swim fast!  
Fishes: Let's swim!

8  
Narrator: Tommy sees a turtle.  
Tommy: Who are you?  
Turtle: I'm a turtle.  
Tommy: Am I a turtle?  
Turtle: No, you are not!

9  
Narrator: Now Tommy has got hands and legs. He has got a short tail.

10  
Narrator: Tommy sees a newt.  
Tommy: Who are you?  
Newt: I'm a newt.  
Tommy: Am I a newt?  
Newt: No, you are not. Go away!

11  
Narrator: Tommy comes out of the water. It's sunny.

12  
Narrator: Tommy sees two little frogs.  
Tommy: Who are you?  
Fergy Frog: I'm Fergy Frog.  
Tommy: Am I a frog?  
Fergy: Yes, you are! Let's play!

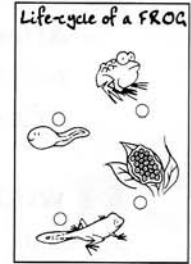
Tommy, Fergy and Jumpy Frog: Frogs jump,  
Frogs hop,  
Frogs jump  
And never stop!

- b) Involve the children in making the scenery (a pond and water plants) and simple costumes (hats or 'sandwich board' costumes) for the various characters of the play (water plants, tadpoles, fish, turtle, newt, frogs).
- c) Allocate a role to each child and tell them to act out their roles while you tell the story. Repeat the acting-out activity more than once and make sure that all the children have a turn at interpreting a role.
- d) Tell the children to cut out the pictures from **Worksheet A-13** and **A-14**. Read out the story and ask the children to put the pictures in order. Then, ask the children to stick the pictures on a strip of paper folded zigzag fashion, colour them in, and 'read' the story by themselves. Depending on the language level of the children you could ask them to add simple speech bubbles to the pictures (**Am I a ...? No, you are not! ...**).



### 6.3 MY FROG BOOKLET

Give out copies of **Worksheets A-15** and **A-16**. Tell the children to colour the pictures and number the stages in the life-cycle of a frog. Then, they can make a booklet by putting the two pages together. If they like they can also add other observations/pictures/photos. If you use a Portfolio, you can get the children to include all the work related to frogs in the Portfolio Dossier together with a description form (Appendix 4).



### 6.4 THE LIFE-CYCLE OF A BUTTERFLY

Follow the same procedure as for the life-cycle of a frog. You can collect caterpillars and observe stages in their development, or you can use a video or the Internet.

(Suggested reading: E. Carle, *The Very Hungry Caterpillar*, London, Penguin, 1994)



1. The butterfly lays eggs on leaves.



2. The egg hatches into a caterpillar.



3. The caterpillar eats leaves and grows until it is ready to turn into a pupa/chrysalis.



4. The body of a butterfly develops inside the pupa.



5. The pupa cracks open and a butterfly flies out.

## 7 Extension activity: FUNNY MATHS

Time: 1 hour

Materials: **Worksheets A-17** and **A-18**

### GA ME 7.1 TEN LITTLE TADPOLES SONG (to the tune of Ten green bottles)

Prepare, with the class, a boardgame with a green area representing a lawn and with a blue pond in the middle. Then make ten cards showing pictures of tadpoles and ten showing pictures of frogs. Place the tadpoles in the pond and the frogs on the table, out of the game. Sing the song with the children: during each verse, ask a child to take one tadpole out of the pond and place one frog on the grass, and ask: **How many tadpoles are left in the pond? How many frogs are there on the grass now?**

Ten little tadpoles  
swimming in a pond  
Ten little tadpoles  
swimming in a pond

But if one little tadpole  
should turn into a frog  
there'll be nine little tadpoles  
swimming in a pond.







## 7.2 THREE JUMPS TO TEN

Ask the children to find different ways of making the number 10 using three numbers. Give out copies of **Worksheet A-17** and tell the children to mark, for each numbered line, three jumps that a frog has to make to get to number 10: **How can the frog get to 10 in three jumps?**

## 7.3 HOW MANY?

Make copies of **Worksheet A-18**. Read the problems together with the children so that they understand what is being asked. Explain to the children that they have to follow the instructions and work out the solutions. According to the children's age, you can adapt them to the children's level in maths, add some more games, or ask them to make some more games of their own for their classmates to solve.

## 8. Extension activity: ART

Time: 1 hour

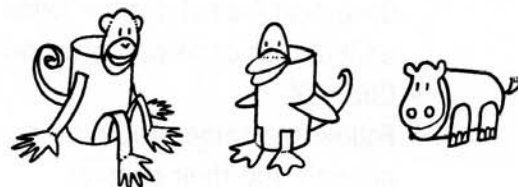
Materials: cardboard tubes, drawing paper, animal templates, felt-tip pens, **Worksheet A-19**

### 8.1 PREPARATION

Ask the children to collect cardboard tubes at home. If necessary, pre-teach vocabulary related to the parts of the body of different animals by using pictures or gestures (tail, whiskers, claws, paws, wings, beak, fins, gills).

### 8.2 CARDBOARD TUBE ANIMALS

This craft activity consists of making frogs using cardboard tubes. Children have to colour the frog body parts on **Worksheet A-19**; cover a cardboard tube in green paper; cut out the body parts and stick them on the tube in order to make a frog. You can ask the children to make other animals by drawing, colouring, and cutting out body parts of other animals and sticking them on cardboard tubes as for the frog. The animals can be used as puppets in simple dialogues, in stories (e.g. Noah's ark), and in role-plays.



Other language and art activities can be inspired by the use of the following works of art: *The Farm* by David Twining and *Noah's Ark* by Edward Hicks.

## 9. Extension activity: ICT



Time: it depends on how complex you make each activity

Materials: animal Clipart or pictures, PC, PowerPoint

Choose the activity that best suits your children's computing skills.

- a) **Animal identity cards.** Get the children to use a word-processing programme to make animal identity cards. The ID cards can be printed out, put in a folder, and used to play guessing games: for example, **Who am I?** (a child chooses an ID card and reads out some of the characteristics of the animal to another child, who has to guess what animal it is, using as few clues as possible: **It is a mammal; it is a herbivore, it has got four legs; it has got hair; it is grey with white stripes**, etc.).



**Animal group:** mammal  
**Food:** grass – herbivore  
**Colour:** black and white stripes  
**Body covering:** hair  
**Number of legs:** 4  
**It can:** walk, run  
**It can't:** climb, fly, swim



**Animal group:**  
**Food:**  
**Colour:**  
**Body covering:**  
**Number of legs:**  
**It can:**  
**It can't:**

b) **Who am I?** Create a simple game with children by using Word and hyperlinks.

Procedure:

- Create a folder in 'My Documents' entitled *Who am I?*
- Open a blank Word document and put the picture and the name of an animal in it.
- Save the file with the name of the animal, in the folder *Who am I?*
- Make and save other files in the same folder, one file for each animal that children want to use in the game.
- Open another Word document and create a table which has the same number of cells as the number of animal files previously saved in the *Who am I?* folder.
- Put the ID card of an animal in each cell but do not insert its name or its picture.
- Select a cell from the table containing the description of the animal, click Insert hyperlink – document (search for the folder *Who am I?* and for the document containing the picture of the animal that corresponds to the description).
- Click OK.
- Follow the same procedure to create a hyperlink between the ID cards of the other different animals and their pictures.
- Save the page containing the table in the folder *Who am I?* and give it the title *First page*.

In order to see the game the children have to open the folder *Who am I?* then open the 'First page' and read every ID card on it. When they have guessed what animal it is they click on the description to see if they are right. This opens the page containing the animal's picture. In order to go back they either click the 'Back' arrow on the Toolbar or click 'Close'. Example of a table:

<b>Animal group:</b> mammal <b>Food:</b> grass – herbivore <b>Colour:</b> black and white stripes <b>Body covering:</b> hair <b>Number of legs:</b> 4 <b>It can:</b> walk, run <b>It can't:</b> climb, fly, swim	<b>Animal group:</b> <b>Food:</b> <b>Colour:</b> <b>Body covering:</b> <b>Number of legs:</b> <b>It can:</b> <b>It can't:</b>	<b>Animal group:</b> <b>Food:</b> <b>Colour:</b> <b>Body covering:</b> <b>Number of legs:</b> <b>It can:</b> <b>It can't:</b>
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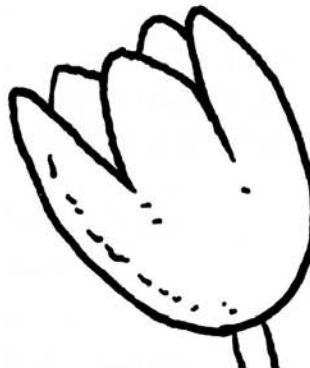
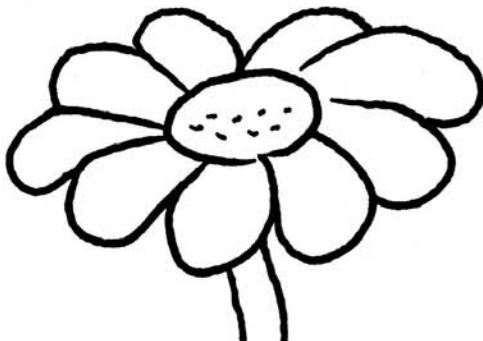
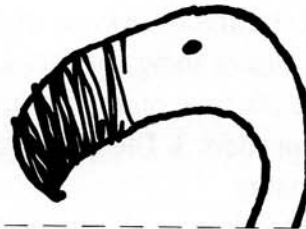
- c) Help the children to plan a PowerPoint presentation of the work they have done using photographs of animals and activities they have completed. Some possible themes are: animal groups; how animals move; carnivore or herbivore?; adults and young; life-cycles. If you use a Portfolio, you can ask the children to include a printout of the presentation in the Portfolio Dossier together with a description form (Appendix 4).

## 10. ASSESSMENT

- Progress indicators: **Worksheets A-4/A-5/A-7/A-8/A-16/A-17/A-18**
- Informal evaluation: Notes on children's performance in the song and drama activities (Appendix 1).
- Skills children should have acquired (these can be recorded on the children's ability record, Appendix 2).
  - **Content skills:** the child can group animals on the basis of the characteristics they share (the group they belong to, physical characteristics, what they eat); can identify changes in the life of an animal; can solve simple mathematical games; can use a Venn diagram and a table; can work with other children to design a simple multimedia project.
  - **Language skills:** the child can understand and follow simple instructions in English; can mime and describe the movement of some animals; can say what some animals eat; can describe the bodies of some animals; can say the names of some animals and their young; can describe the life-cycle of an animal (frog or butterfly).
- Self evaluation: Appendix 3. The following statements can be written into the 'I CAN' column (adapt as appropriate):
  - I can group animals according to characteristics they share.
  - I can identify similarities and differences between animals.
  - I can describe some animals in English.
  - I can say in English what animals eat.
  - I can say the names of some animals and their young in English.
  - I can put pictures in order to show the life-cycle of a frog or butterfly.
  - I can solve simple mathematical problems.
  - I can use a Venn diagram and a table.



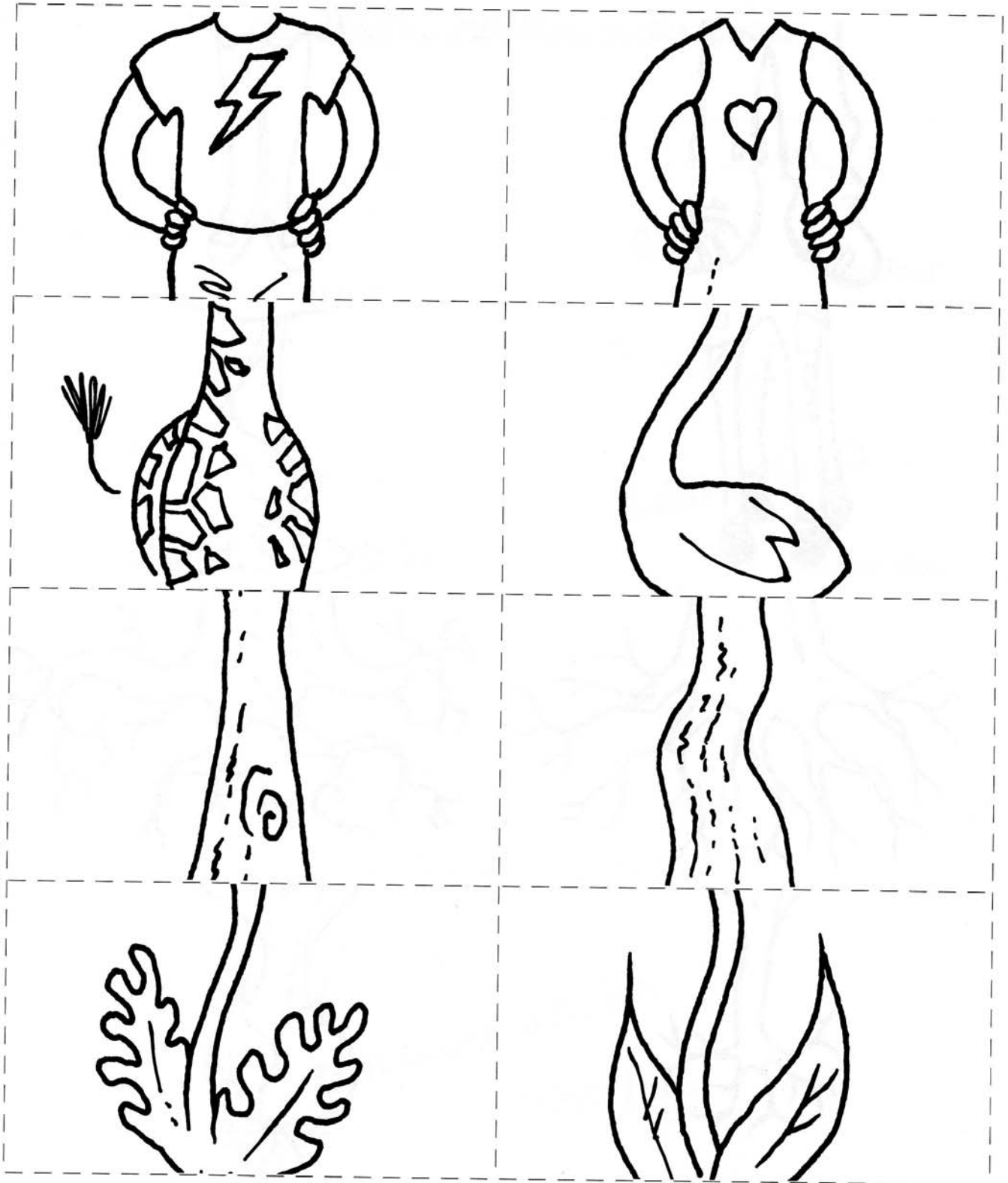
**A-1** WORKSHEET

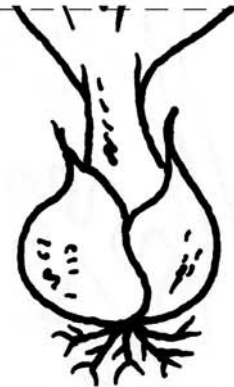
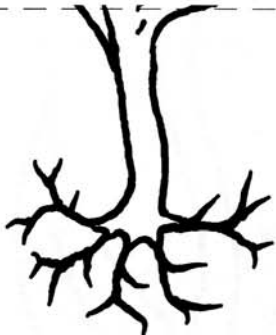
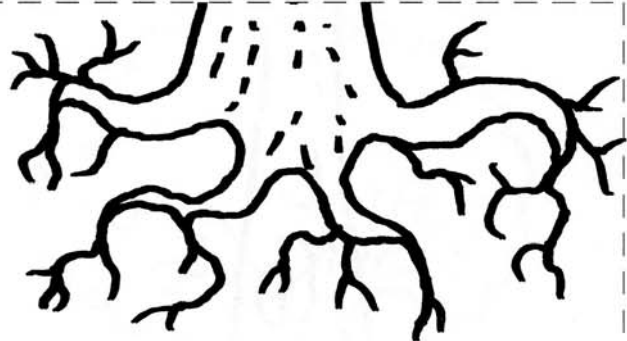
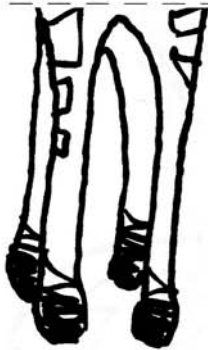
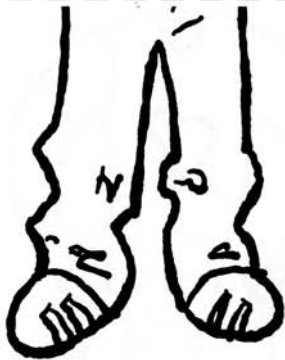






**A-2** WORKSHEET




**A-3** WORKSHEET




**A-4** WORKSHEET

# Plants or animals?

can make their own food

can produce seeds

can't make a noise

can move towards the light

have leaves

can't hear

grow

need food

need water

can move

can reproduce

can eat

can run

have babies or lay eggs

can hear

can make a noise

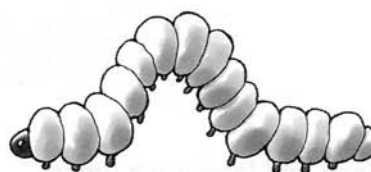
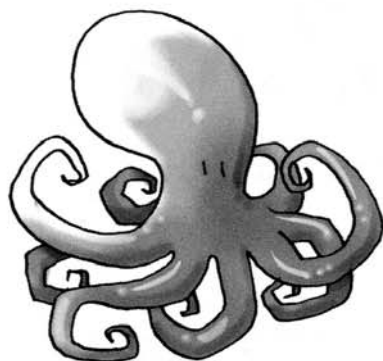
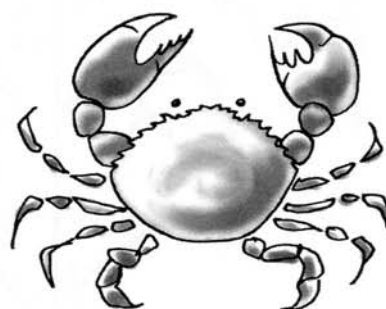
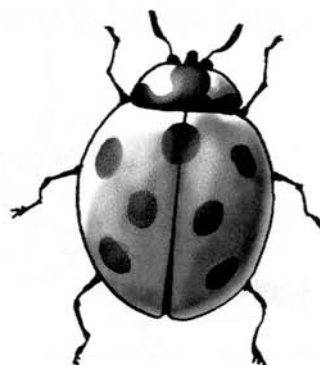
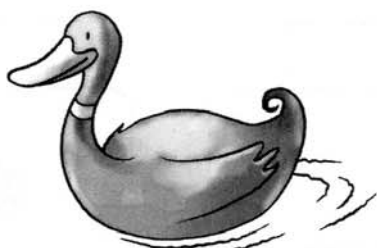
have legs

Read and label each group.

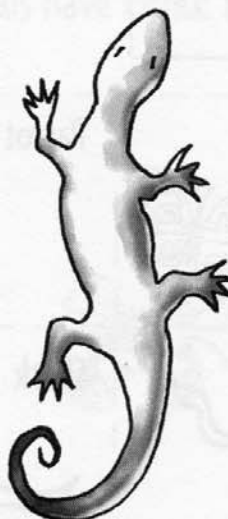
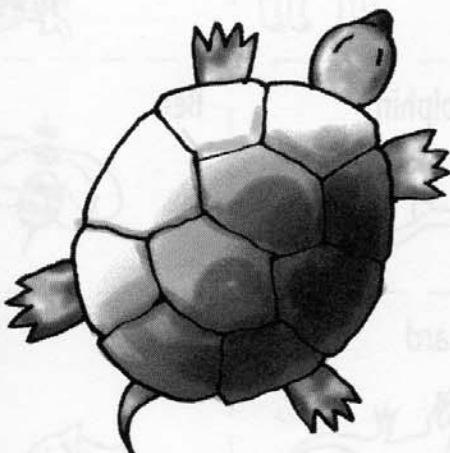
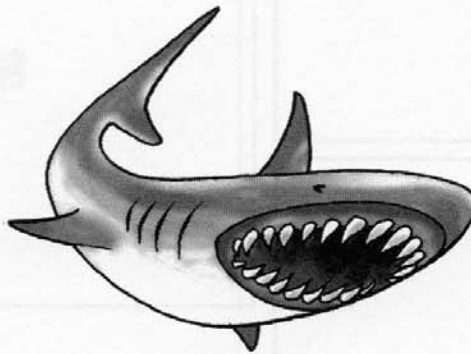
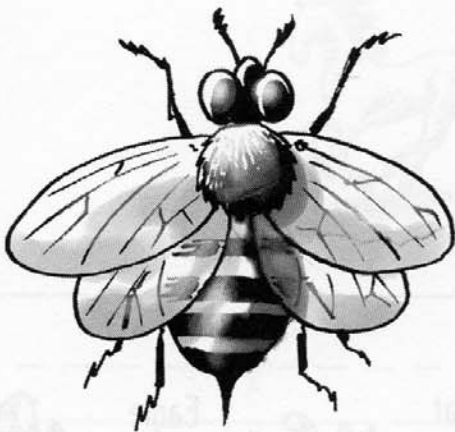
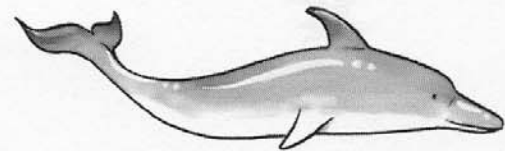
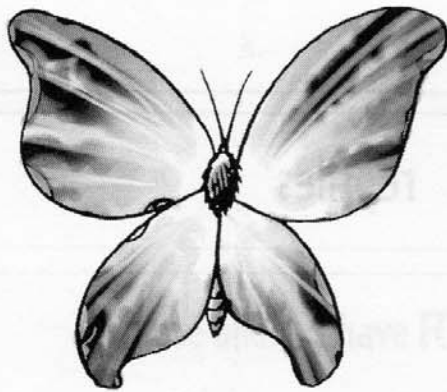
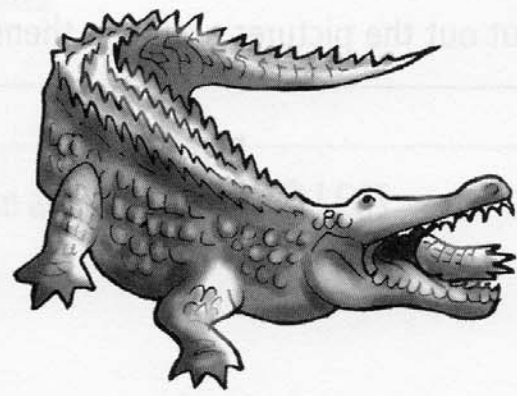
PLANTS

PLANTS and ANIMALS

ANIMALS

**A-5** WORKSHEET





**A-7** WORKSHEET

# Animal groups

Cut out the pictures and glue them into the right group.

mammals

insects

fish

reptiles

birds

Cat



Eagle



Man



Crocodile



Butterfly



Parrot



Dolphin



Bee



Ladybird



Sole



Snake



Shark



Lizard



Goldfish





**A-8** WORKSHEET

# How many legs?

Read and draw some animals in each group.

All these animals have **NO LEGS**



All these animals have **TWO LEGS**



All these animals have **FOUR LEGS**



All these animals have **SIX LEGS**



All these animals have **MORE THAN SIX LEGS**

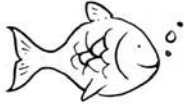




**A-9** WORKSHEET

# How animals move

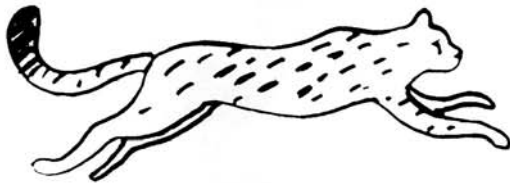
Match each animal to the word describing how it moves.



run



fly



crawl



jump



swim



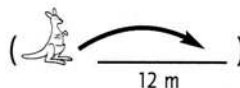
slide



## DID YOU KNOW?



The kangaroo is a big jumper.  
Some jumps are as long as 12 metres.



The cheetah is the fastest of all animals.  
It can run as fast as a car.



The snail is the slowest of all animals.
























It can move just a few metres in 1 hour. ( 9.00 am → 10.00 am )






**A-10** WORKSHEET

# Body coverings

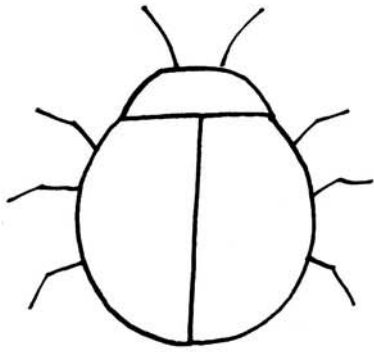
Animal		Hair/fur 	Wool 	Shell 	Scales 	Feathers 
Dog						
Parrot						
Fish						
Bear						
Snail						
Fox						
Crocodile						
Crab						
Snake						
Cat						
Hen						
Squirrel						
Lizard						
Tortoise						
Flamingo						
Lion						
Duck						
Sheep						

Put a cross (x) in the right square.

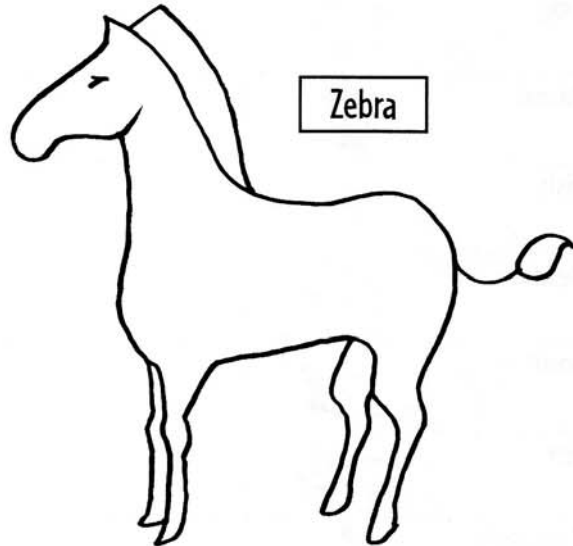


**A-11** WORKSHEET

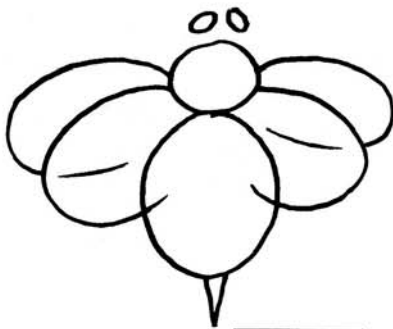
# Spots or stripes?



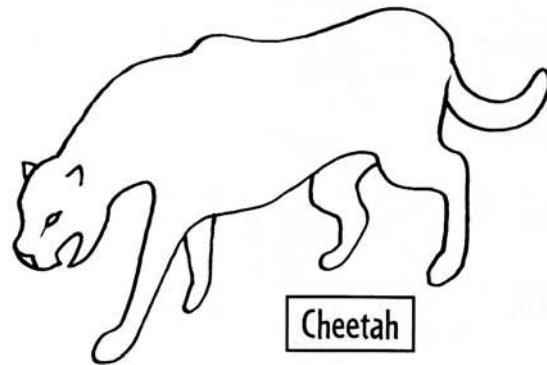
Ladybird



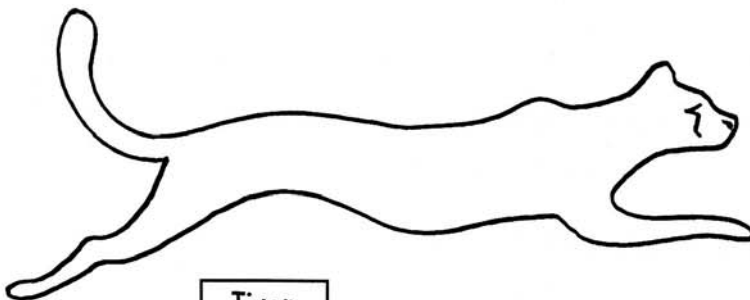
Zebra



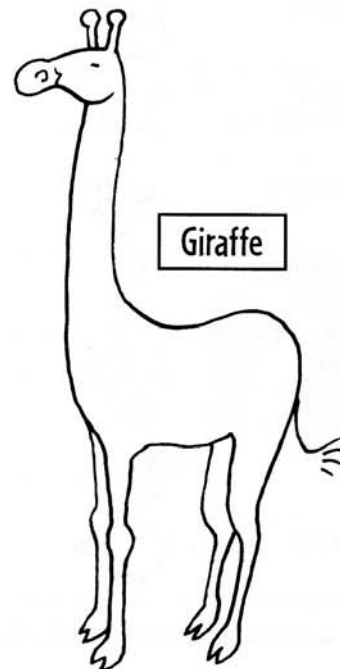
Bee



Cheetah



Tiger







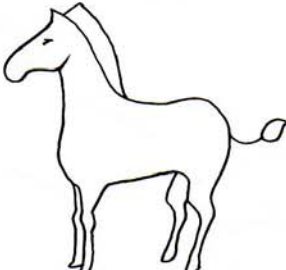



Giraffe







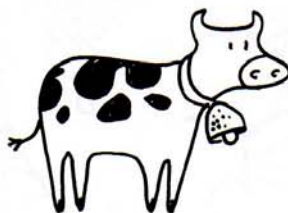
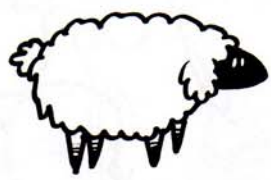
Draw the type of skin pattern each animal has got.




**A-12** WORKSHEET

# Adults and young

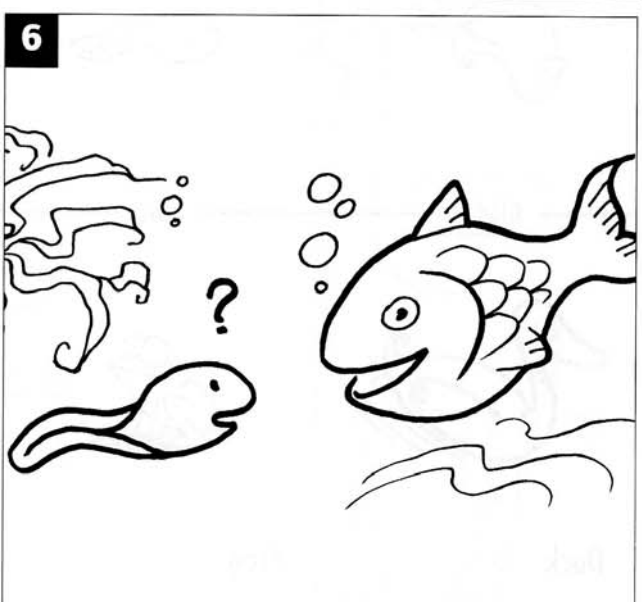
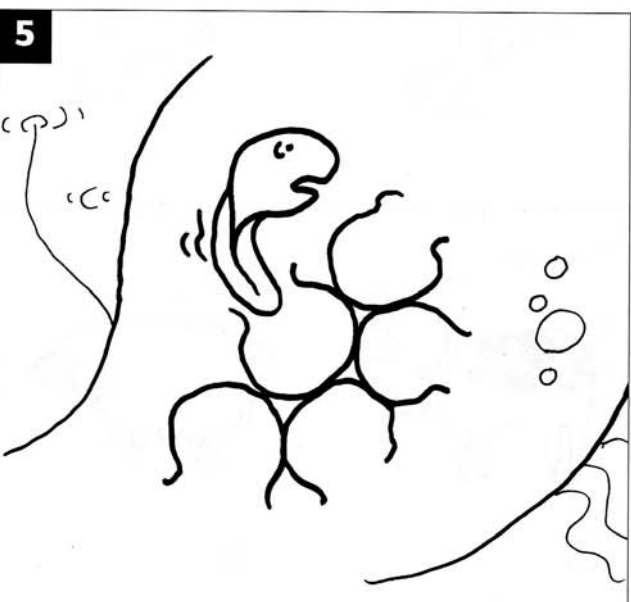
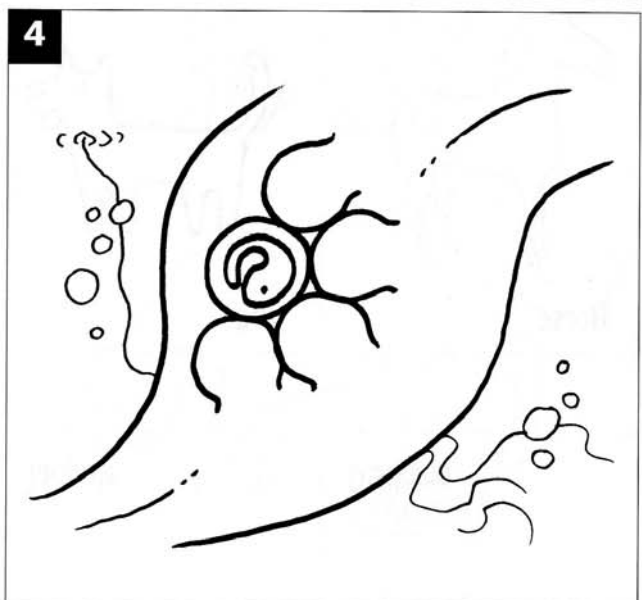
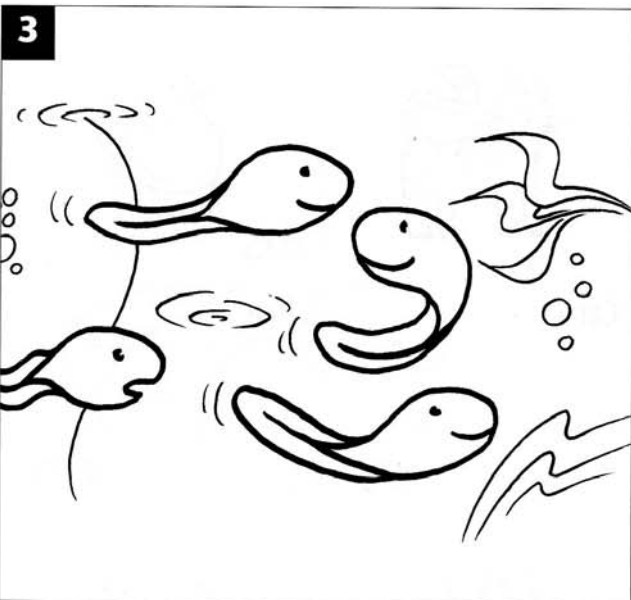
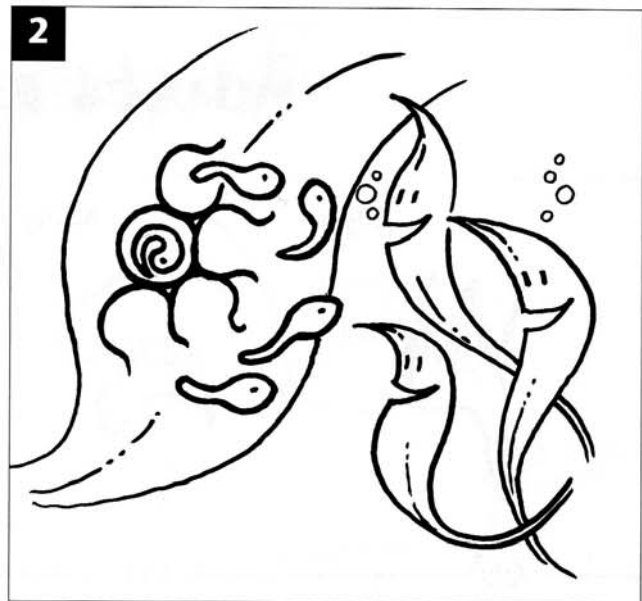
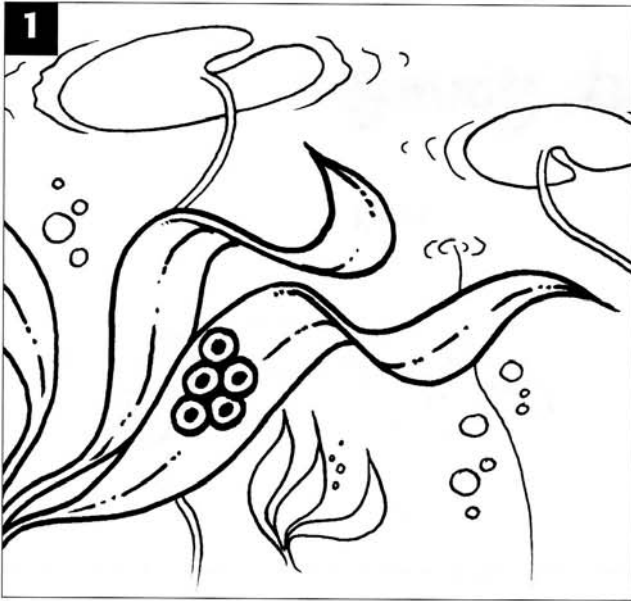
 <p>Foal</p>	 <p>Puppy</p>	 <p>Kitten</p>	 <p>Chick</p>
fold	fold	fold	fold
 <p>Horse</p>	 <p>Dog</p>	 <p>Cat</p>	 <p>Hen</p>

 <p>Duckling</p>	 <p>Tadpole</p>	 <p>Calf</p>	 <p>Lamb</p>
fold	fold	fold	fold
 <p>Duck</p>	 <p>Frog</p>	 <p>Cow</p>	 <p>Sheep</p>

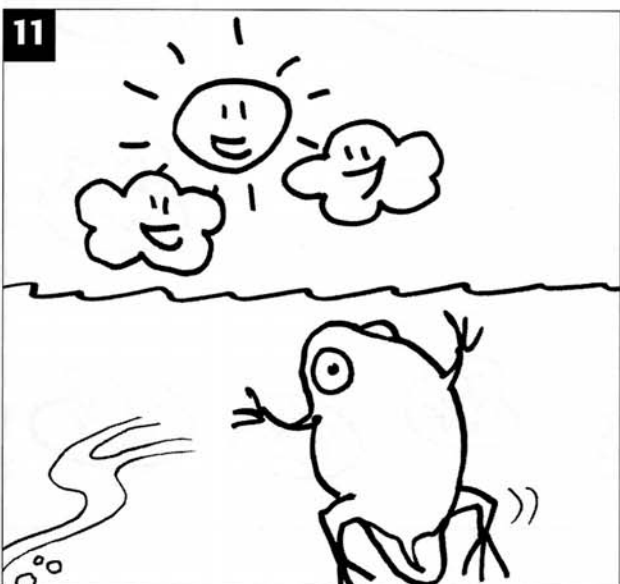
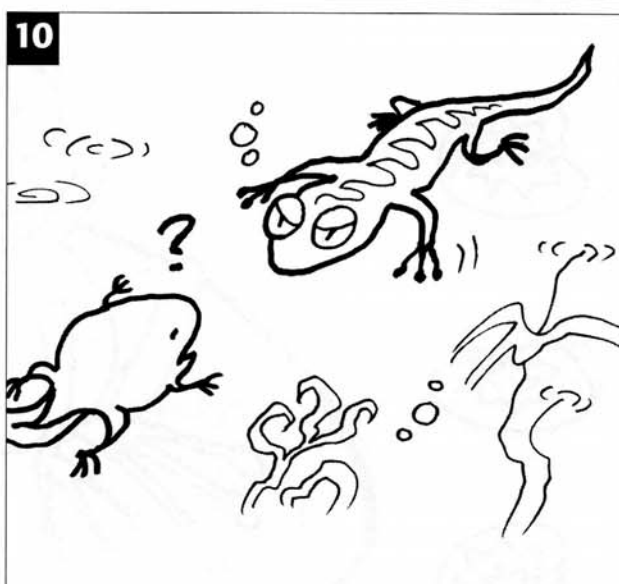
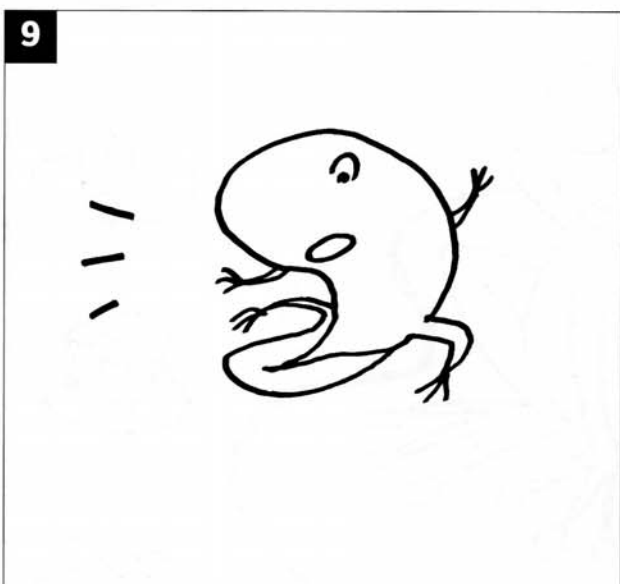
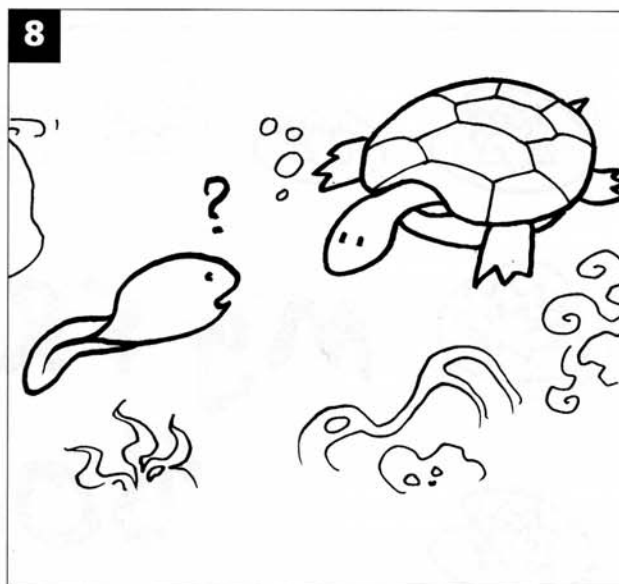
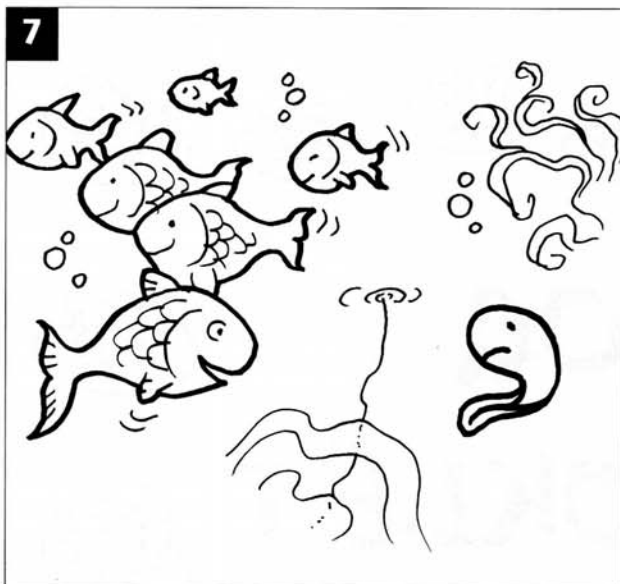




**A-13** WORKSHEET

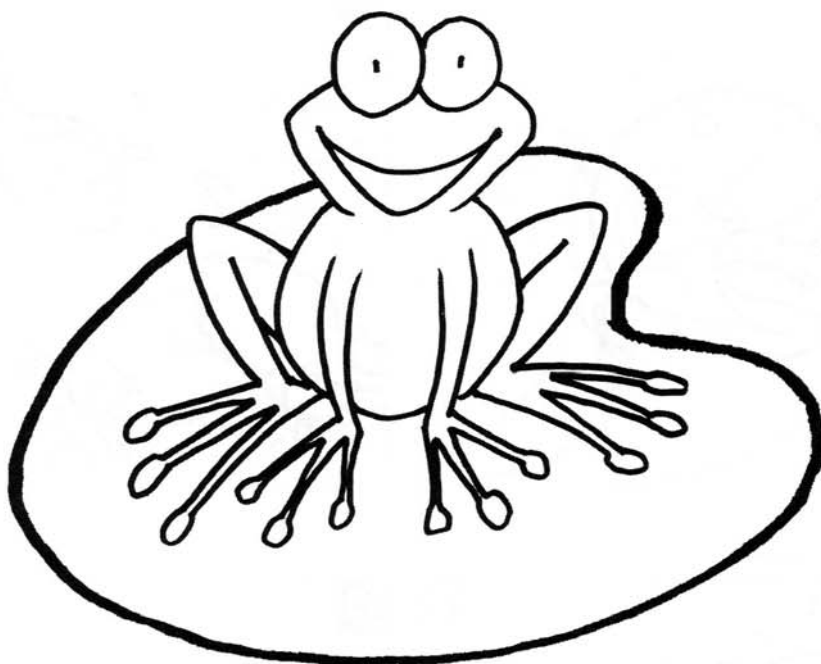




**A-14** WORKSHEET

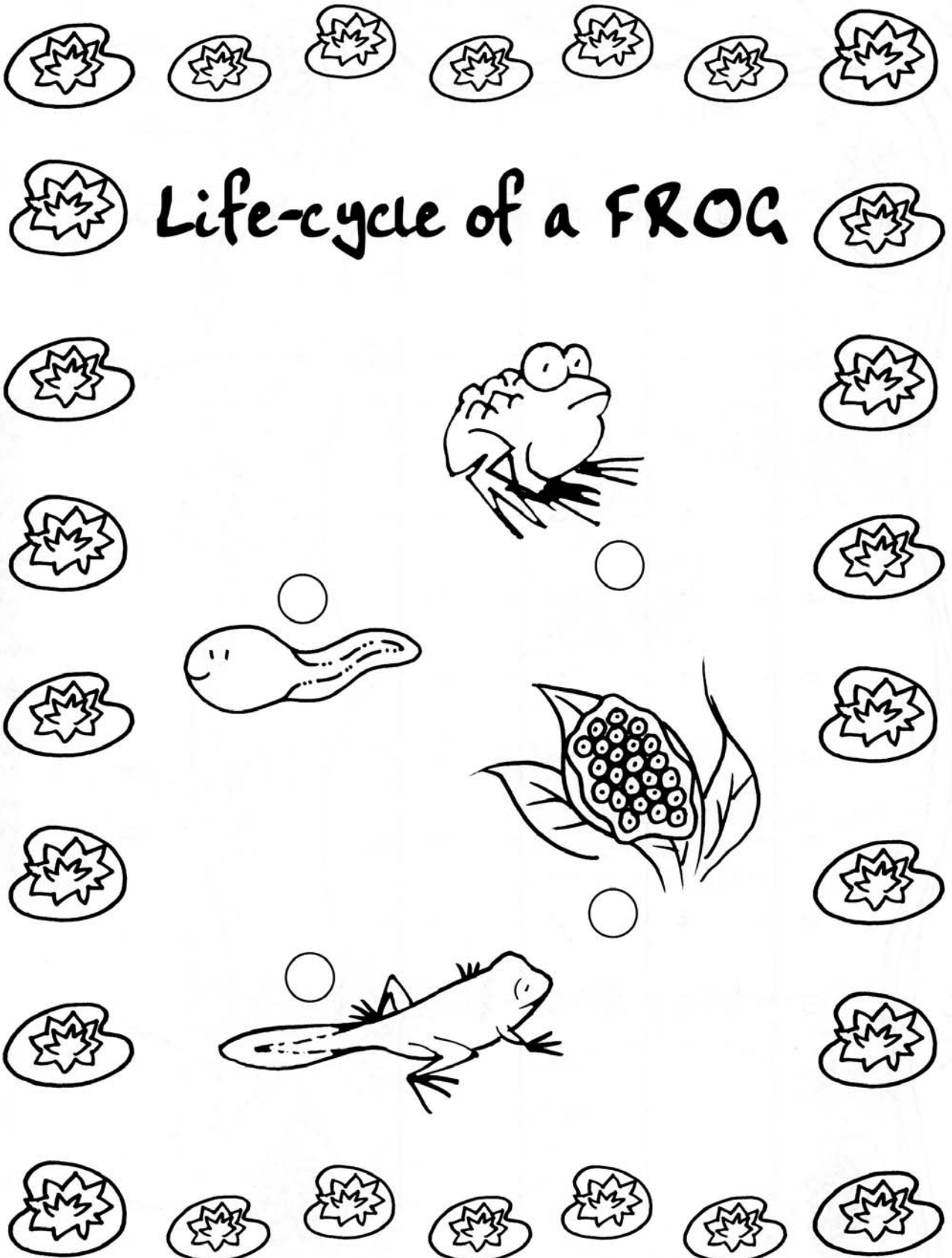
**A-15** WORKSHEET

# My FROG BOOKLET



by \_\_\_\_\_



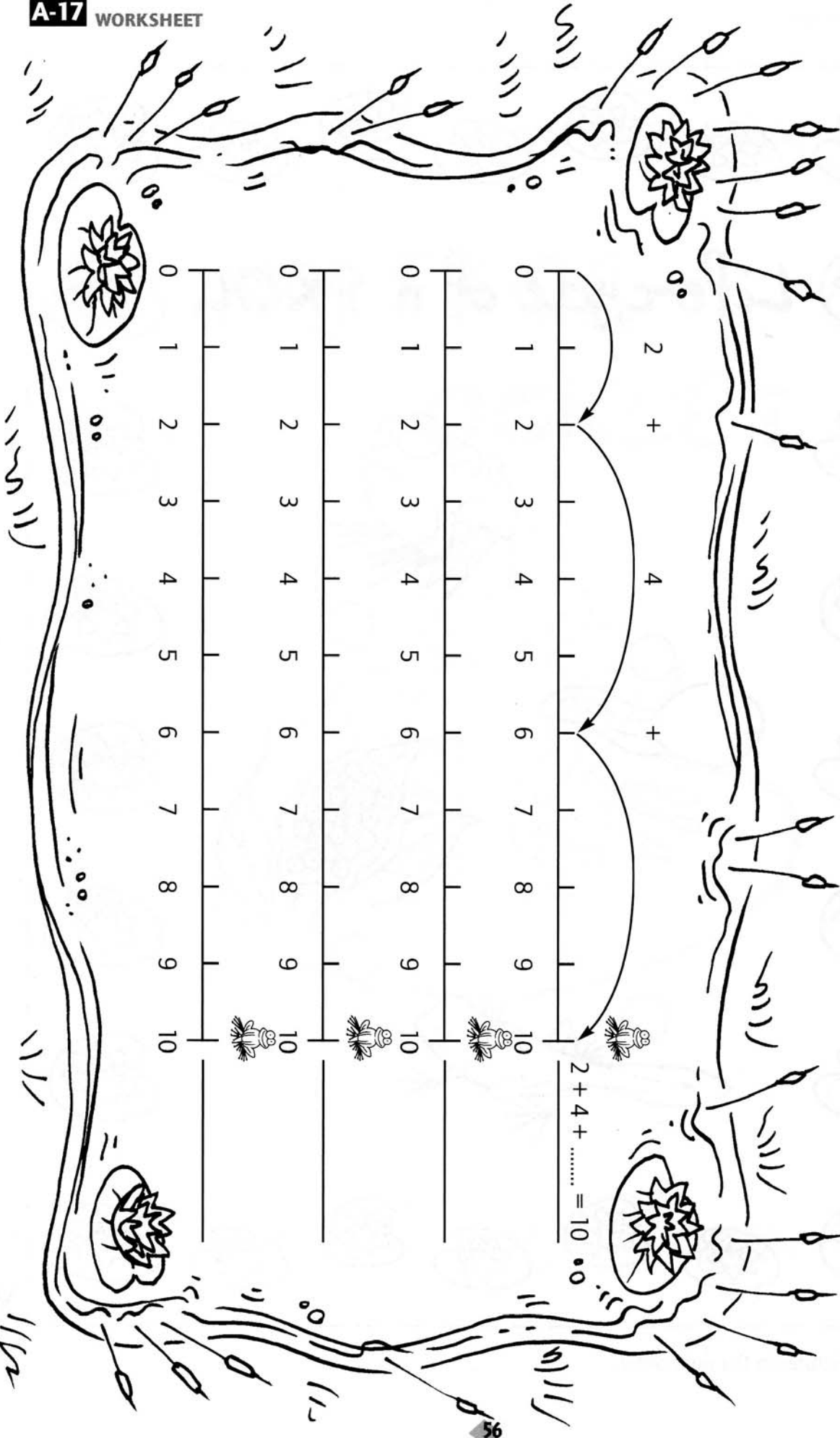

**A-16** WORKSHEET


Number the pictures in the right order.


**A-17** WORKSHEET

How can you get to 10 in three jumps?

# Three jumps to ten

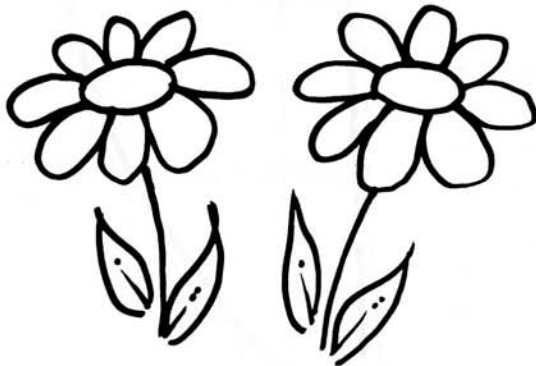




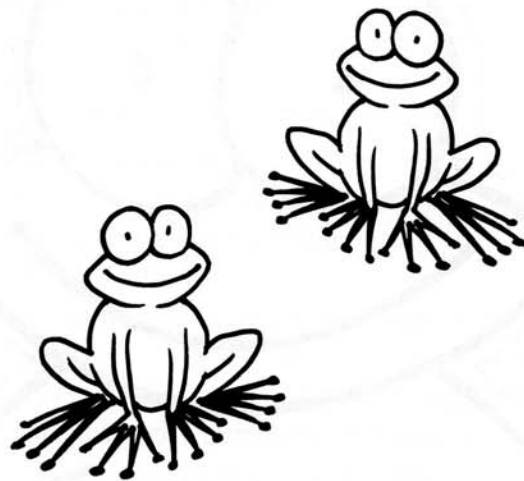

**A-18** WORKSHEET

# Funny maths

Draw 4 butterflies on a blue flower.  
 Draw 3 butterflies on a red flower.  
 How many butterflies? .....



A frog has 4 toes on a foot.  
 A frog has 4 feet.  
 There are 2 frogs.  
 How many feet? How many toes?  
 .....



A frog family is sitting on a log in the pond.  
 It's very hot. Mummy frog and daddy frog jump  
 into the pond.  
 How many frogs are there in the pond now? .....  
 How many frogs on the log now? .....



Draw 8 butterflies over the pond.  
 A frog is very hungry.  
 The frog likes butterflies very much (a lot).  
 The frog eats 5 butterflies.  
 How many butterflies are left? .....

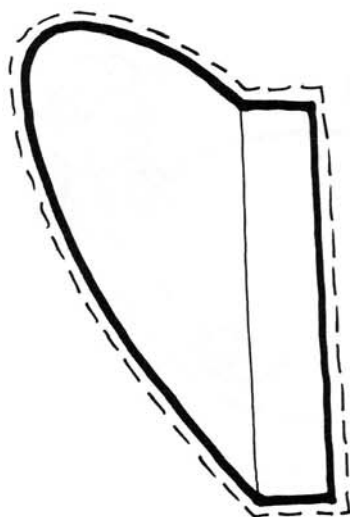
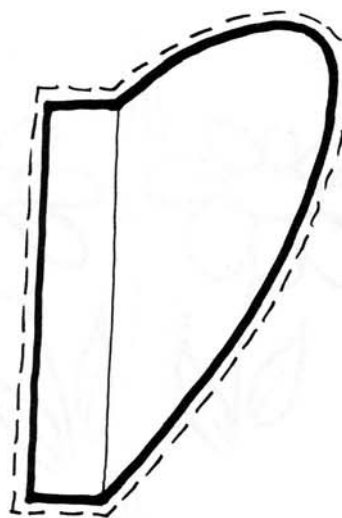
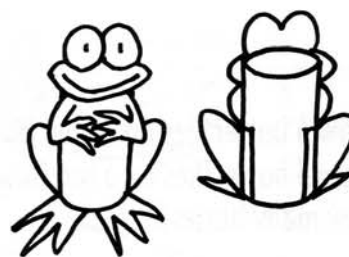


**A-19** WORKSHEET

# Frog

You need: a cardboard tube, green paper, glue

1. Cover the tube with green paper.
2. Colour the frog.
3. Cut out the frog body pieces and glue them on to the tube.







## CONTENT AREA

## GROWING



## TOPIC

## Humans



## AIMS

- to know how we grow from birth
- to know there are different stages in the human life-cycle and the changes that happen between stages
- to develop sequencing skills
- to describe changes in human growth
- to measure and record growth



## LANGUAGE

- to compare and express opinions
- to identify and describe toys, clothes, food
- to ask and answer about birthdays
- to talk about the main stages in human life
- to use *can/can't* to speak about abilities
- to read and interpret data
- to order works of art representing stages in human life



## VOCABULARY AND STRUCTURES

Use words and phrases relating to: human growth: (*baby, toddler, infant, teenager, adult, old*); toys; clothes; hand/foot size; birthdays; months of the year; measurements (*kilos, height, metres, centimetres*); abilities (*a baby can/can't crawl, laugh, cry, read, ride a bike, eat with a spoon, walk ...*); Questions and answers (*What's different? Who is ...? I'm growing; A baby needs ...; This is ...*)



## WHAT CHILDREN NEED TO KNOW ALREADY

- how to sort and classify according to chosen criteria
- the names of some parts of the human body in English
- some adjectives (*big, small, old, young, tall, short*)
- to be able to place events on a timeline
- to use ICT to present information



## MATERIALS

- Photos of the children as babies; recent photos of the children; baby items (toys, clothes, food); metre sticks
- **Worksheets H-1-H-4**



## ACTIVITIES

1. *Who's who*
2. *What babies need*
3. *Watch me grow from head to toes*
4. *My personal history*
5. Art
6. ICT
7. Assessment



## 1. WHO'S WHO

Time: 45 minutes

Materials: photos of some stages of the teacher's growth, photos of the children both recent and as babies

### 1.1 PREPARATION: MY TEACHER'S HISTORY

Show the children some photos of some stages of your life (e.g. when you were a little baby, a toddler, a schoolchild, a young woman/man, an adult woman/man). Say **Who's this?** Ask the children to help you put the photos in order and stick them on a strip of paper.

### 1.2 THIS IS ME AS A BABY

- a) Help the children to think about what they were like when they were babies and what they are like now. Give them some vocabulary to start them off: **small, big; my baby clothes/my clothes now; my baby food/my food now; my baby toys/my toys now**. Revise clothes, food and toy words.
- b) Tell the children to bring in two photos: one recent and one of them as babies. Stick all the recent photos on a big poster leaving a space next to them to stick the photos as babies and write down children's comments. Shuffle the baby photos, ask each child to pick one and match it to the 'now' photo of the classmate they think it portrays: **Is it ...? / Yes/No**. Help the children with vocabulary to describe how the classmate has changed since s/he was a baby. Write down their observations and opinions on the poster.

Me as a baby	Me now	What's different?
<div>PHOTO</div> <div>Name: .....</div>	<div>PHOTO</div>	HAIR, SIZE, CLOTHES

- c) Ask the children to make individual fact-files about changes in themselves and in their habits over time using pictures or drawings. Tell them to include their clothes, food, toys, size (big, small) and hair (no hair, hair) when they were a baby and now.

## 2. WHAT BABIES NEED

Time: 1 hour

Materials: baby clothes and objects

### 2.1 PREPARATION

Ask parents to help collect clothes and objects the children used when they were babies. Sit the children in a circle so that they can all look at the objects and help them with the vocabulary to describe and group the objects (toys, clothes, food, other things): **This is toy**, etc. It could be very useful to invite a mother to school with her small baby to talk about babies' needs.











**2.2** Help children to think about what babies need and what they can and can't do. Give them the language to do this: **Babies need love. Babies can't walk or talk. Babies like to play. Babies have nappies. Babies drink milk.**

**2.3** Collect all the information in a table using pictures, photos, or children's drawings related to when they were babies and now.

### I'M GROWING: WHAT'S DIFFERENT?

Food		Clothes		Toys		Other things	
As a baby	Now	As a baby	Now	As a baby	Now	As a baby	Now
							

### 3. WATCH ME GROW FROM HEAD TO TOES

Time: 2 hours

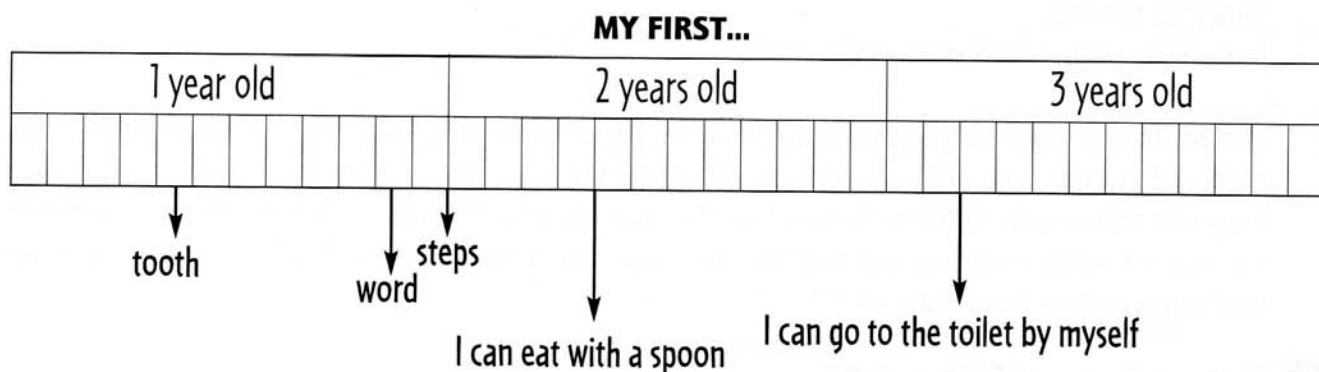
Materials: **Worksheets H-1 and H-2**, paper strips, metre sticks

#### 3.1 PREPARATION

Tell the children to interview their mothers, in mother tongue, to find out how much the children weighed and how long they were at birth, when they had their first tooth, when they said their first word, when they started walking, eating, and going to the toilet by themselves. Give children the vocabulary they need to talk about their 'milestones' in English: **My first tooth, my first word, my first steps, I can eat with a spoon, I can go to the toilet by myself.**

#### 3.2 I'M GROWING

Give out a copy of **Worksheet H-1** and show the children where to write the information they collected and how to fill in the timeline. Here is an example:





### 3.3 HEIGHT AND WEIGHT

- Go through **Worksheet H-1** with the children and explain as necessary. Tell them they have to record their body length as babies on a strip of paper by cutting the strip to the right length and fixing it to the wall with string: ***When I was a baby I was ... cm long.***
- Next, measure how tall each child is now and ask the children to cut out another strip of paper as long as their present height. They should stick this next to the previous one (showing their length as babies). Now get each child to calculate the difference in height between the two strips and fill in **Worksheet H-2: *I've grown ... centimetres!*** (You can follow a similar procedure to compare weight as babies and now.)
- Repeat the measurement activity more than once during the school year and over the following years so that children can register their personal growth and make simple comparisons: ***I was shorter, I've grown 10 cm!***
- Another interesting measurement activity consists of outlining a hand and a foot and observing how they grow over time.

### 3.4 WHAT CAN THEY DO?

Adapt this activity to the level of your class. Explain to the children that they have to copy a table (2 x 3 squares) and write, in each space, the following headings: A baby can ...; A baby can't ...; A toddler can ...; A toddler can't ...; A schoolchild can ...; A schoolchild can't ... (see model below). Then they have to draw the actions a baby, a toddler, and a schoolchild can or can't do: ***a baby can cry, laugh, crawl, drink milk. A toddler can cry, laugh, walk, eat with a spoon, go to the toilet, talk. I can cry, laugh, ride a bike, eat with a knife and fork, read, write.***

A baby can ...	A baby can't ...
A toddler can ...	A toddler can't ...
I can ...	I can't ...

## 4. MY PERSONAL HISTORY

Time: 20 minutes

Materials: all materials produced so far

Explain to the children that they have to collect and staple together all the materials they have produced (worksheets, drawings, photos, timelines, etc.) in a book called: **My Personal History**. They can add a cover to the book on which they can draw themselves inside their mother's womb. If you use a Portfolio, you can ask the children to include the book in the Portfolio Dossier together with a description form (Appendix 4).

## 5. Extension activity: ART

Time: 30 minutes

Materials: **Worksheet H-3**, works of art depicting people of different ages, drawing paper, crayons











### 5.1 PREPARATION

Look for the works of art from **Worksheet H-3** in art books or on the Internet. You can use other pieces of art if you prefer, such as: *The cradle* by B. Morisot; *Playing child* by T. Eakins; *Jean* by A. Renoir; *Self-portrait* by Louise Elisabeth Vigée-Lebrun; *Portrait of Dirck Tybis* by H. Holbens; *Portrait of Jan Rijcksen* by R. Rembrandt).

Depending on the language level of the class and the children's co-operative skills, you can choose either the first or the second option below.

- a) Option 1. Give out copies of **Worksheet H-3** and explain to the children that they have to cut the pictures out and stick them on a strip of paper from the youngest to the oldest person. Then ask questions to promote speaking: **Look at this boy! How old do you think he is? Where is he? What clothes is he wearing?** etc.

Baby 	Toddler 	Schoolchild 	Young woman 	Adult man 	Old man 
--	---	---	--	---	---

- b) Option 2. (This could also be done in addition to option 1.) Divide the class into groups of three or four. Give a copy of **Worksheet H-3** to each group. Explain to the children that they have to cut the pictures out; think of a scene appropriate for the pictures; draw and colour the scene on a sheet of drawing paper, and stick the pictures on it.

### 6. Extension activity: ICT



Time: 30 minutes

Materials: PC, drawings, photos, work produced during the previous activities

- a) **When is your birthday?**

Revise the months of the year and the question **When's your birthday?** Ask the children to line up according to their birthday month, starting from January. Observe how tall the children are in relation to each other and to their birthdays. **Are the oldest children the tallest?** Ask the children to make a graph of the class's heights and birthdays using Excel.

- b) This activity can be a good starting point to discuss personal differences and to introduce the next topic about the human body.

- c) Depending on the level of computer literacy of the children, you could ask them to organize all the materials produced during the project on human growth in hypertext.

The homepage could look like this:







Each area could have links to other pages where children have stored examples of their work. Here are some ideas of materials that could be included in the hypertext:

**This is our class** (list of the children's names with links on each name to open single pages with two photos of the child: This is Jessica as a baby. This is Jessica now!);

**It all started in our mother's womb** (children's drawings about how they imagine themselves inside their mum's womb; or ultrasound scan images ...);

**Our birth** (birth certificates; birthdays bar chart; interviews with mums about how they felt when they had the baby ...);

**We are growing** (children's time lines related to their first tooth, word, steps; pictures of their baby objects; weight and height graphs);

**At pre-school** (photos of experiences; drawings gallery; measurements ...);

**At primary school** (first day of school photos and impressions; school activities and experiences ...)

## 7. ASSESSMENT

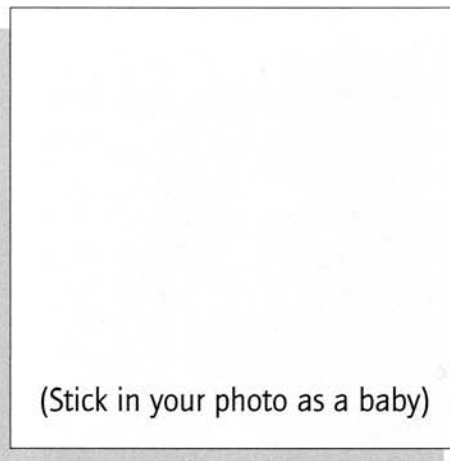
- Progress indicators: **Worksheets H-1-H-4**
- Informal evaluation: Notes on children's comprehension, speech, and interaction during the activities.
- Skills children should have acquired (these can be recorded on the children's ability record, Appendix 2).
  - **Content skills:** the child can describe changes in human growth; can sequence events on a time line; can measure and record growth; can collect and interpret data and present it on a graph.
  - **Language skills:** the child can name the main stages of the human life-cycle; can make simple comparisons; can describe objects; can speak about human abilities at different stages of growth; can ask about and say the date of their birthday.
  - **What do all living things need?** At the end of all the activities related to growing (animals, plants, humans) you can use **Worksheet H-4** to test children's knowledge. Tell the children that they have to read the table and fill it in by putting a cross in the squares that show what animals/plants/humans need to live.
- Self evaluation: Appendix 3. The following statements can be written into the 'I CAN' column (adapt as appropriate):
  - I can describe changes in my growth (toys, clothes, foods, physical changes).
  - I can put pictures of people in order from youngest to oldest.
  - I can measure and present data in a graph or table.
  - I can place events on a timeline.
  - I can name stages of human growth in English and say what a baby, a 3-year-old and a 6-year-old can and can't do.
  - I can describe a person using simple adjectives.
  - I can say when my birthday is in English.




**H-1** WORKSHEET

# I'm growing ...

## This is me as a baby



## My first...

1 YEAR OLD												2 YEARS OLD												3 YEARS OLD																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				



tooth: .....



word: ..... ' .....



steps: .....



I can go to the toilet: .....



I can eat with a spoon: .....

I was ..... cm long



I weighed ..... kilos



**H-2** WORKSHEET

**I'm growing ...**

**This is me now**

(Stick a picture of you now here)

Date: \_\_\_\_\_

I'm \_\_\_\_\_ years old

I'm \_\_\_\_\_ cm tall



I weigh \_\_\_\_\_ kilos



**LOOK! I'VE GROWN \_\_\_\_\_ cm and \_\_\_\_\_ kilos!**




**H-3** WORKSHEET

# How old are they?

Look at the pictures. How old do you think the people are?

Cut out the pictures. Glue the pictures on a strip of paper from the youngest to the oldest.



Blanche Pontillon as a baby,  
B. Morisot, 1872



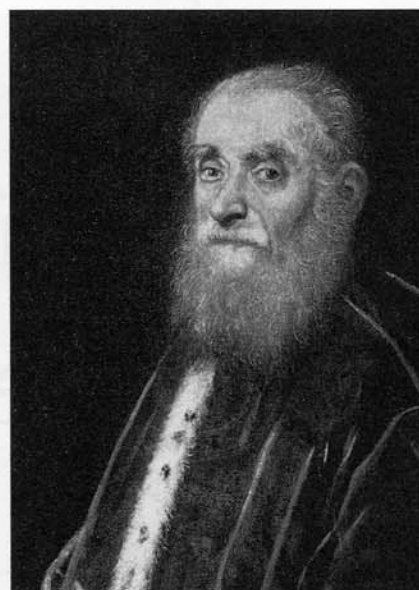
Portrait of Baldassarre Castiglione,  
Raffaello Sanzio, 1514



Altarpiece of the Church Fathers,  
Michael Pacher, 1483



Louise de Broglie, Contesse  
d'Haussonville, Jean-Auguste-  
Dominique Ingres, 1845




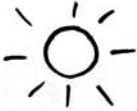









Portrait of a Venetian senator Jacopo  
Tintoretto, 1580



Bellelli Family, Edgar Degas, 1858

**H-4** WORKSHEET

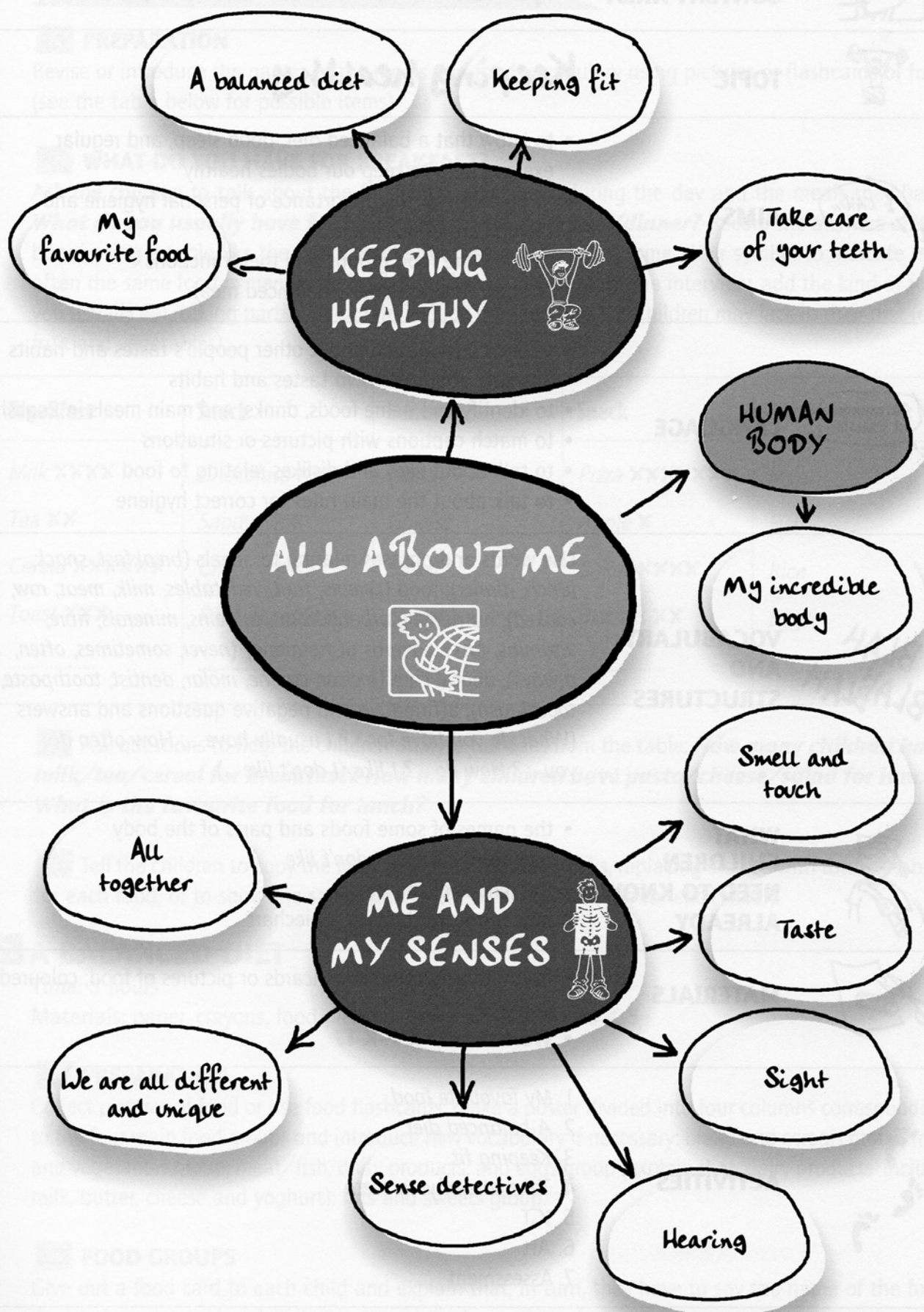
# What do all living things need?

	ANIMALS	PLANTS	HUMANS
Air 			
Sunlight 			
Water 			
Soil 			
Food 			
Home 			
Friends 			
Sleep 			
Books 			
Exercise 			
Transport 			

Put a cross ( X ) in the right square.



# ALL ABOUT ME







## CONTENT AREA

# ALL ABOUT ME



## TOPIC

## Keeping healthy



## AIMS

- to know that a balanced diet, good sleep, and regular exercise help to keep our bodies healthy
- to be aware of the importance of personal hygiene and taking care of our bodies
- to know the food groups and their functions
- to know how to make a balanced meal



## LANGUAGE

- to elicit information about other people's tastes and habits and talk about our own tastes and habits
- to identify and name foods, drinks, and main meals in English
- to match captions with pictures or situations
- to talk about likes and dislikes relating to food
- to talk about the main rules for correct hygiene



## VOCABULARY AND STRUCTURES

Use words and phrases relating to: meals (*breakfast, snack, lunch, dinner*); food (*cereals, fruit, vegetables, milk, meat, raw, cooked*); nutrients (*carbohydrates, proteins, minerals, fibre, vitamins, fats*); adverbs of frequency (*never, sometimes, often, always*); dental care (*incisor, canine, molar, dentist, toothpaste, toothbrush*); affirmative and negative questions and answers (*What do you have for ...? I usually have ...; How often do you ...? How do ...? I like/I don't like ...*).



## WHAT CHILDREN NEED TO KNOW ALREADY

- the names of some foods and parts of the body
- how to use: *I like/I don't like*
- the names of the meals
- how to record data on a piechart



## MATERIALS

- fruit and vegetables; flashcards or pictures of food; coloured string
- **Worksheets K-1-K-17**



## ACTIVITIES

1. *My favourite food*
2. *A balanced diet*
3. *Keeping fit*
4. *Take care of your teeth*
5. ICT
6. Art
7. Assessment





## 1. MY FAVOURITE FOOD

Time: 1 hour

Materials: board, exercise books, food flashcards or pictures

### 1.1 PREPARATION

Revise or introduce the names of the meals and food vocabulary using pictures or flashcards of food (see the table below for possible items).

### 1.2 WHAT DO YOU HAVE FOR BREAKFAST?

Ask the children to talk about the food they usually eat during the day and the meals they have: **What do you usually have for breakfast/lunch/a snack/dinner?** Record the answers on the board using a table like the one given below (use a cross **X** or some other symbol to indicate how often the same food is mentioned by the children). At the end of the interview, add the kind of food you usually eat, taking particular care to include the food that the children may lack in their diet (e.g. fruit and vegetables).

Breakfast	Snack	Lunch	Snack	Dinner
Milk <b>XXXX</b>	Chocolate <b>XXX</b>	Pasta	Pizza <b>XXXXXXXX</b>	Meat
Tea <b>XX</b>	Sandwich <b>X</b>	Cheese	Apple <b>X</b>	Fish
Cereal <b>XXXXXXXX</b>	Crisps <b>XXXX</b>	Salad	Cakes <b>XXXX</b>	Rice
Toast <b>XXX</b>	Fruit juice <b>XXXX</b>	Carrots	Biscuits <b>XX</b>	Eggs
.....	.....	.....	.....	.....

**1.3** Ask questions to help the children analyse the data from the table: **How many children have milk/tea/cereal for breakfast? How many children have pasta/cheese/salad for lunch? What is the favourite food for lunch?**

**1.4** Tell the children to copy the table into their exercise books, replacing crosses with total numbers for each food, or to show the same data in bar or pie charts (one for each meal).

## 2. A BALANCED DIET

Time: 3 hours

Materials: paper, crayons, food pictures, **Worksheets K-1 to K-5**

### 2.1 PREPARATION

Collect pictures of food or use food flashcards; make a poster divided into four columns corresponding to the four main food groups and introduce new vocabulary if necessary: bread and cereals group; fruit and vegetables group; meat/fish, dairy products, and eggs group (explain that 'dairy products' include milk, butter, cheese and yoghurt); fats and sweets group.

### 2.2 FOOD GROUPS

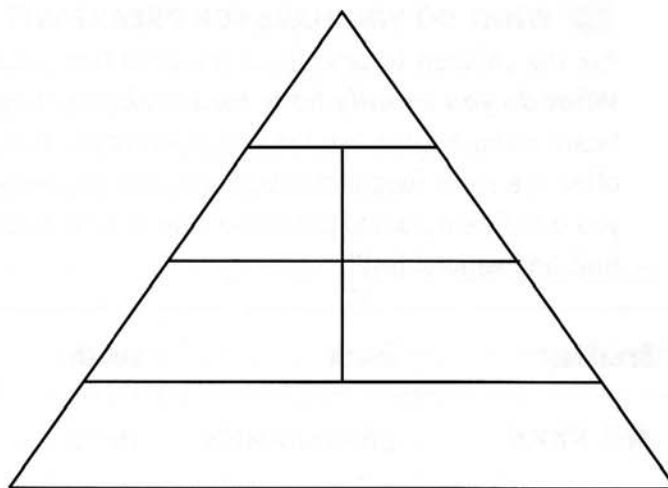
Give out a food card to each child and explain that, in turn, they have to say the name of the food depicted on the card and stick it in one of the four columns.



Bread and cereals	Fruit and vegetables	Meat/fish, dairy products and eggs	Fats and sweets
<i>pasta</i> .....	<i>carrots</i>	<i>steak</i>	<i>crisps</i>

### 2.3 IS IT HEALTHY?

Ask the children if they think some foods are 'good' for them and others 'bad': **Can a food be good or bad for you?** Explain that there are no 'good' or 'bad' foods and say: **We should eat a lot of some foods, but we should only eat a little of others.** Draw an empty food pyramid on the board (see the model). Point to the spaces and explain that they represent the amount of each type of food we should eat. Point to the large space at the bottom and say **We should eat a lot of the food**



**here.** Then point to the small space at the top and say **We should only eat a little of the food here.** Pointing to the different sections of the pyramid, ask the children to suggest which kind of food should be put where and write their ideas on the pyramid: **What's at the bottom? What's above that? What's at the top?** (starting from the bottom the order should be: pasta, rice, potatoes, bread; fruit and vegetables; dairy products and eggs/meat/fish/nuts; fats and sweets).

### 2.4 THE FOOD PYRAMID

Ask the children to compare the pyramid drawn on the board with the one on **Worksheet K-1**. Ask **What can you see in the pyramid? What's at the bottom? What's above that? What's at the top?** Say: **We need to eat a lot of cereals, fruit, and vegetables; not too much meat/fish/eggs/dairy products; not too many sweets and fats.** Younger children can call out food items when you say the food group. Older children can fill in the pyramid by inserting the names of the food groups in the right places: bread and cereals; fruit and vegetables; dairy products, meat, eggs, and fish; fats and sweets. Point out that water is an important part of our diet.

### 2.5 MY BODY NEEDS ...



Use **Worksheet K-2** for reference. Organize some games to help the children learn the functions of the nutrients and the foods they can find them in.

- a) **Jump in.** Scatter six hoops on the floor and stick labels with the name of nutrients inside them: carbohydrates – fats – proteins – minerals – vitamins – fibre. Read the functions of the nutrients, one at a time, and explain to the children they have to jump into the hoop with the label of the corresponding nutrient. You can help comprehension by using body gestures: **They provide energy, what are they? (carbohydrates). They give you energy and help keep you warm, what are they? (fats). They help you grow, what are they? (proteins). They help build strong bones and teeth, what are they? (minerals). They help to fight germs, what are they? (vitamins). It helps to digest food, what is it? (fibre).**





- b) **Where can you find them?** Give out food flashcards or pictures and tell the children to place them in the right hoop according to the kind of nutrients they give to our bodies. At the end of the activity, get the children to check if all the foods are in the right hoops.
- c) Finally give out an enlarged copy of **Worksheet K-2** to each child and ask them to draw some of the foods in the column on the right.

## 2.6 DAILY MENU

- a) Divide the class into groups of three or four and give a copy of **Worksheet K-3** to each group. Explain to the children that they have to agree and create a daily menu, including morning and afternoon snacks, taking into account the table of nutrients and the food pyramid. Tell the children they have to include both water and milk in their menu (milk is needed for strong teeth and bones).
- b) Ask the children to look at the list of foods on the chart they made in the first activity (My favourite food) and ask them to identify the foods that come from plants (e.g. **bread: wheat, chocolate: cocoa, orange juice: oranges**). Write on the board the foods that the children have identified; help the children to find others and ask them to create a menu based only on foods coming from plants. Tell the children that pulses (beans, peas, lentils, chickpeas) are rich in protein.

## 2.7 HOW DO YOU EAT FRUIT AND VEGETABLES?

- a) Bring in a basket of fruit and vegetables; discuss how children eat them: **How do you eat fruit and vegetables? Do you wash them before eating? Do you peel them before eating? Do you eat them raw or cooked?** Use gestures to help the children understand. Get the children to group fruit and vegetables according to the way they eat them.
- b) Give each child a copy of **Worksheet K-4** and ask them to write the letter **W** in the square next to the foods they have to wash before eating and the letter **P** next to the foods that need to be peeled.
- c) Venn diagram. Give out copies of **Worksheet K-5** and explain to the children that they have to trace a line from each vegetable to the appropriate section of the diagram according to the way in which vegetables can be eaten: **raw, cooked, or both.**

# 3. KEEPING FIT

Time: 1 hour

Materials: **Worksheet K-6 and K-7**

## 3.1 PREPARATION

- a) Get the children to think about how they keep healthy. Give them the vocabulary they need. Ask **Is sleep important? Is exercise important? Is it important to wash your hands before meals? Is it important to clean your teeth?** Use gestures to help understanding. Help the children to sum up the discussion by eliciting five basic rules for keeping healthy. **Five golden rules: keep clean; eat healthy food; look after my teeth; exercise; sleep.**
- b) Pre-teach adverbs of frequency: never, sometimes, often, always.





### 3.2 HEALTHY LIFE QUIZ

Ask the children some questions related to their daily habits (***Do you clean your teeth after a meal? Do you sleep for 8-10 hours a night?***). Help the children to reply by using an adverb of frequency: ***I always brush my teeth after a meal.*** Make copies of **Worksheet K-6** and cut off the section describing how points are awarded (put these on one side to give back to the children at the end of the quiz). Give out the Worksheets and go through the questions with the children. Explain anything they don't understand. Help the children to answer the questions by circling A, B, C or D. When they have finished, if appropriate to the level of the class, get the children to work out their score. Ask ***Are you healthy? What can you do to be more healthy? (Always sleep for 8-10 hours a night, etc.)***

### 3.3 I HAVE TO WASH MY HANDS

Talk about the importance of washing hands, especially in certain circumstances (before eating a meal, after playing outside or going to the toilet, after touching animals). Give out **Worksheet K-7**: ask children to match the captions with the appropriate pictures and to draw the missing picture.

## 4. TAKE CARE OF YOUR TEETH

Time: 2 hours

Materials: **Worksheets K-7 to K-13**, coloured string

**4.1** Depending on the language level of the children, discuss in English or in mother tongue what children know about teeth, their functions, diseases, and dental care.

### 4.2 SMILE PLEASE!

Explain to the children that they are going to make a book about teeth and dental care. Photocopy the following pages and hand them out to the children as required.

- [**Worksheet K-8**]. **Book cover.**
- [**Worksheet K-9**]. **Types of teeth.** Look for information about milk teeth and adult teeth in science books. Ask the children to read and complete the Worksheet by writing in the names of the teeth.
- [**Worksheet K-10**]. **Golden rules!** Discuss some basic rules for healthy teeth with the children and ask them to draw a picture of each rule in the tooth shapes on the Worksheet.
- [**Worksheet K-11**]. **How often do you follow the rules?** Tell the children to look at the cartoons showing the results of poor tooth care. Say ***Circle the word and colour the picture that shows how often you brush your teeth.***
- [**Worksheet K-12**]. **Shining teeth!** Read the poem with the children and help them to fill in the gaps using the missing words written along the top and bottom of the tooth shape.
- G  
A  
M  
E

• [**Worksheet K-13**]. **The teeth maze!** In this game children have to find the best way out of the maze by choosing the snacks that are most likely to keep teeth healthy: ***Colour the foods that keep your teeth healthy!*** Children who do this correctly will finish at What a nice smile!
- Show the children how to place the sheets in order, punch a hole in the corner and tie them together with coloured string to make a little book. The finished book can be added to the children's Portfolio if they have one, along with a description form (Appendix 4).
- **My tooth brush.** Invite the children to write, in pairs, a simple song about dental care using the words they have learnt. Here is an example by Frank Dally based on the traditional tune of *Twinkle, Twinkle, Little Star*.





Got my toothpaste, got my brush  
I won't hurry, I won't rush.  
Making sure my teeth are clean  
Front and back and in between  
When I brush for quite a while  
I will have a happy smile!



## 5. Extension activity: ICT

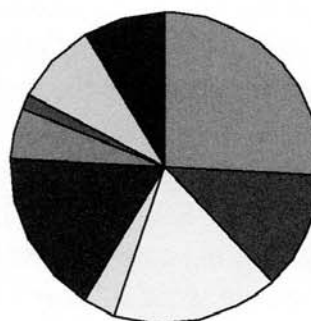


Time: 3 hours

Materials: PC, Excel, and PowerPoint programmes

What do we have for breakfast?

- Get the children to transfer the data from activity 1 (My favourite food) into Excel in order to create a pie chart.
- Keeping fit.** Help the children to create a PowerPoint presentation which can be shown to other classes, parents, or published on the school website. Insert captions in each slide, illustrated by drawings or photographs.



<input type="checkbox"/>	milk
<input type="checkbox"/>	tea
<input type="checkbox"/>	biscuits
<input type="checkbox"/>	sandwich
<input type="checkbox"/>	cakes
<input type="checkbox"/>	yoghurt
<input type="checkbox"/>	fruit
<input type="checkbox"/>	jam
<input type="checkbox"/>	bread

Slide 1 Eat a lot of vegetables!	Slide 2 Brush your teeth after every meal!	Slide 3 Wash your hands before eating!	Slide 4 Don't drink too many fizzy drinks!	Slide 5 Don't eat too many sweets and fats!
Slide 6 Don't stay up till late at night!	Slide 7 Don't watch television for too many hours!	Slide 8 Do exercise every day!	Slide 9 Do take a shower or a bath regularly!	Slide 10 ..... .....

## 6. Extension activity: ART

Time: 1 hour

Materials: works of art depicting food, e.g. *Vertumnus (Autumn)* by Giuseppe Arcimboldo (see **Worksheet K-14**), fruit and vegetables, digital camera, printer

### 6.1 PREPARATION

Bring to school a basket containing different kinds of fruit and vegetables (e.g. lemons, grapes, strawberries, apples, lettuce, potatoes, tomatoes, celery, etc.).

### 6.2 FOOD IN ART

There is a big choice of paintings you can use to explore different ways of depicting food (e.g. works by artists such as Cezanne, Vermeer, Magritte, Warhol). Among the most famous is the series by



Arcimboldo which uses fruit to depict the four seasons. These paintings can be easily analysed or be used as a model for collages: **What can you see in the picture? Can you see any fruit? Can you see any vegetables? Can you see any flowers? What colour are they? How many pears can you see? How many flowers can you see?** Divide the children into small groups and ask them to create faces by using fruit and vegetables as Arcimboldo did. At the end of the activity take pictures of the 'collages' (if possible with a digital camera), print them, and ask the children to describe the picture and the materials they used: **It is a .....; we used the following fruit and vegetables: 2 yellow pears for ears, a red apple for the nose, 2 grapes for the eyes ...**

## 7 ASSESSMENT

- Progress indicators: The following extra Worksheets can be used to assess what children have learnt this unit:

### Worksheet K-15 Healthy food

The children colour the foods according to how much of them they need to eat. **Colour the food green if you need to eat a lot of it. Colour the food yellow if you need to eat a moderate amount. Colour the food red if you only need to eat a small amount.**

### Worksheet K-16. True or false?

Go through the sentences with the children. Tell them to write **T** if they are true and **F** if they are false (solutions: T, F, T, T, F, T, F, T).

### Worksheet K-17 I'm healthy when I do this.

The children should write a letter in each box **A** = Always; **S** = Sometimes; or **N** = Never, according to how frequently the actions listed should be carried out in order to have a healthy lifestyle. **Read the sentences and put an A, S, or N in the boxes** (solutions from left to right: A, N, S, A/S, S/A, A, A, A, S, N, A (except for allergies), A, A, N, S, N).

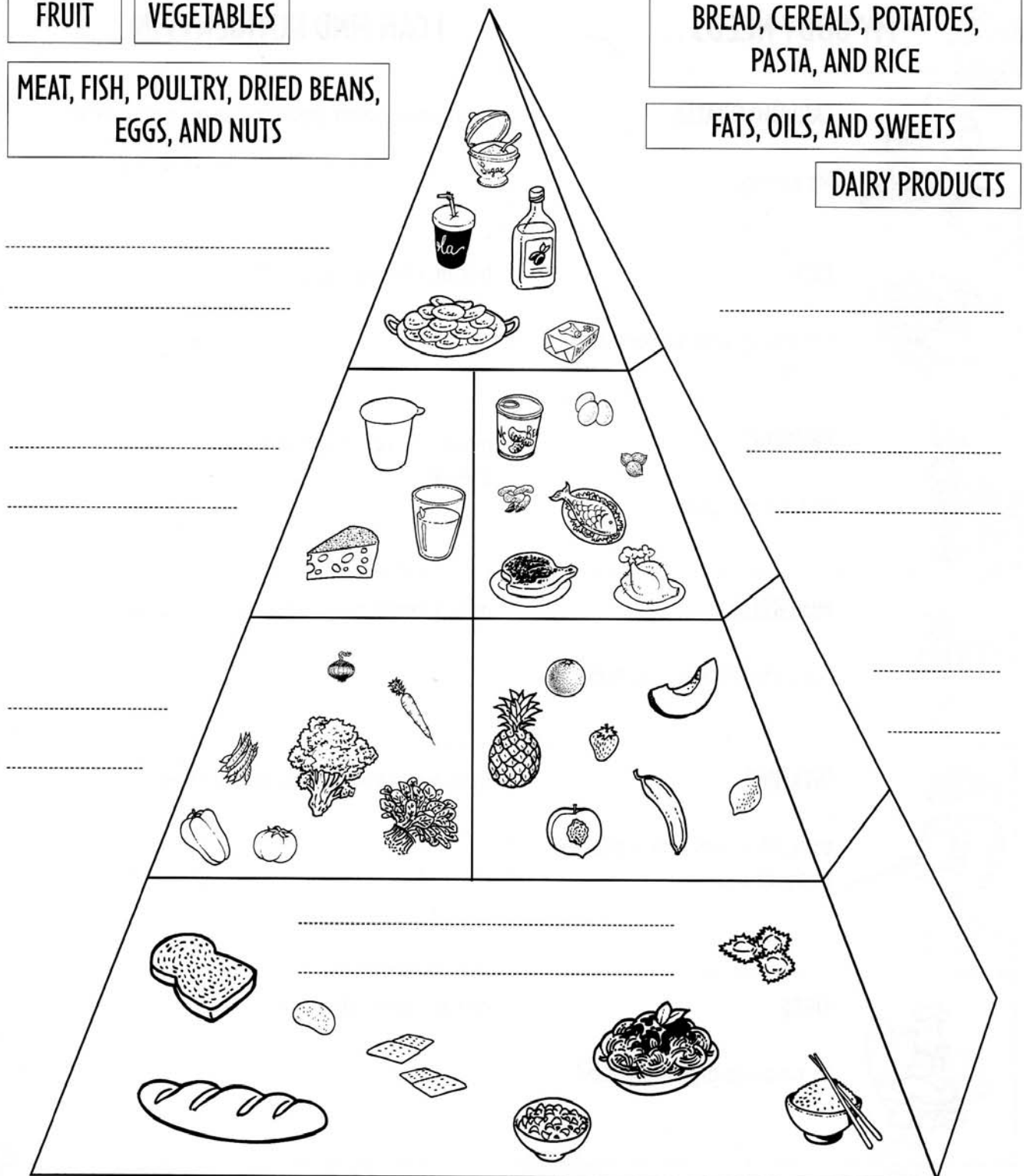
- Skills children should have acquired (these can be recorded on the children's ability record, Appendix 2).
  - **Content skills:** the child knows the basic rules for keeping healthy; can recognize the food groups and what nutrients they contain; can identify the kind of food necessary for a well-balanced diet; can describe the golden rules for healthy teeth.
  - **Language skills:** the child can answer questions about hygiene and diet; can express likes or dislikes about food; can elicit information about somebody else's tastes; can name food, drinks, and main meals; can match captions with pictures or situations; can speak about how to have healthy teeth.
- Self evaluation: Appendix 3. The following statements can be written into the 'I CAN' column (adapt as appropriate):
  - I can recognize what groups foods belong to.
  - I know the guidelines for staying healthy.
  - I can identify which nutrients are in foods.
  - I can talk about my personal hygiene and diet.
  - I can say what foods I like or don't like.
  - I can name the main meals and some foods in English.
  - I can write a healthy, balanced menu.




**K-1** WORKSHEET

# The food pyramid


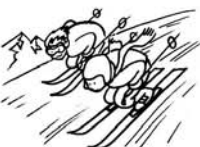




A healthy diet includes a variety of food.

**FRUIT**
**VEGETABLES**
**MEAT, FISH, POULTRY, DRIED BEANS, EGGS, AND NUTS**
**BREAD, CEREALS, POTATOES, PASTA, AND RICE**
**FATS, OILS, AND SWEETS**
**DAIRY PRODUCTS**


Write the names of the food in each group.

**K-2** WORKSHEET

# My body needs

MY BODY NEEDS ...	I CAN FIND NUTRIENTS IN ...
 <b>CARBOHYDRATES</b> for energy	pasta, rice, bread, potatoes, pizza, jam, biscuits
 <b>FATS</b> for energy and to keep me warm	butter, cheese, oil, cream
 <b>PROTEINS</b> to help me grow	meat, chicken, fish, eggs, beans, peas, milk, cheese
 <b>MINERALS</b> for strong bones and teeth	milk, cheese, yoghurt, fruit, vegetables
 <b>VITAMINS</b> to fight germs and make my body strong.	fruit, vegetables, liver, milk, cheese, yoghurt
 <b>FIBRE</b> to help me digest my food	cereals, vegetables, fruit

Read and draw the foods in the column on your right.




**K-3** WORKSHEET

# A DAILY MENU



## Breakfast

.....

.....

## Snack

.....

## Lunch

.....

.....

.....

## Snack

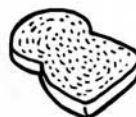
.....

## Dinner

.....

.....

.....




**K-4** WORKSHEET

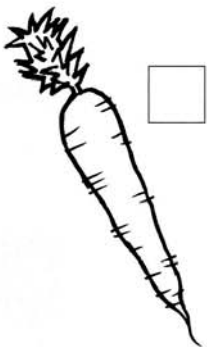
# How do you eat fruit and vegetables?



Do you wash **W** them before eating?

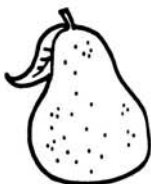


Do you peel **P** them before eating?


☐

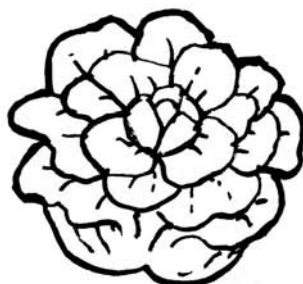
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**K-5** WORKSHEET

# Cooked or raw?



Lettuce

Spinach

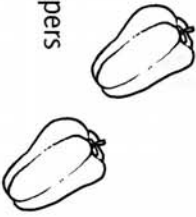


Potatoes

Asparagus



Peppers



Tomatoes

COOKED

BOTH

RAW



Peas

Beans



Carrots

Broccoli



Onions

Pumpkin













Write the names of the vegetables in the right places on the Venn Diagram.

**K-6** WORKSHEET

# Healthy life quiz

Read and answer the questions. See your score.

<b>1. How often do you watch television?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always
<b>2. How often do you eat vegetables?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always
<b>3. How often do you eat fruit?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always
<b>4. Do you sleep 8-10 hours at night?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always
<b>5. How often do you play sports?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always
<b>6. Do you brush your teeth after a meal?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always
<b>7. Do you wash your hands before a meal?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always
<b>8. How often do you have a bath or a shower?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always
<b>9. How often do you have fizzy drinks?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always
<b>10. How often do you walk to school?</b> 	<b>A.</b> never	<b>B.</b> sometimes	<b>C.</b> often	<b>D.</b> always

Circle your score

1. A. 4 B. 3 C. 2 D. 1  
 2. A. 1 B. 2 C. 3 D. 4  
 3. A. 1 B. 2 C. 3 D. 4  
 4. A. 1 B. 2 C. 3 D. 4  
 5. A. 1 B. 2 C. 3 D. 4

6. A. 1 B. 2 C. 3 D. 4  
 7. A. 1 B. 2 C. 3 D. 4  
 8. A. 1 B. 2 C. 3 D. 4  
 9. A. 4 B. 3 C. 2 D. 1  
 10. A. 1 B. 2 C. 3 D. 4

**32-40**

Congratulations! You are a very healthy boy/girl.

**23-31**

Cheer up! You are nearly a healthy boy/girl.

**14-22**

You are not very healthy.



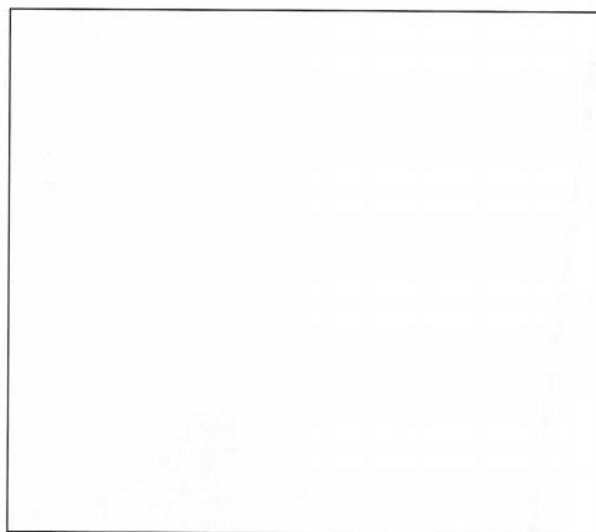

**K-7** WORKSHEET

# I have to wash my hands

Dirty hands have germs on them. Soap and water keep my hands and my body clean.

Match the sentences and pictures.

Draw and colour the missing picture.

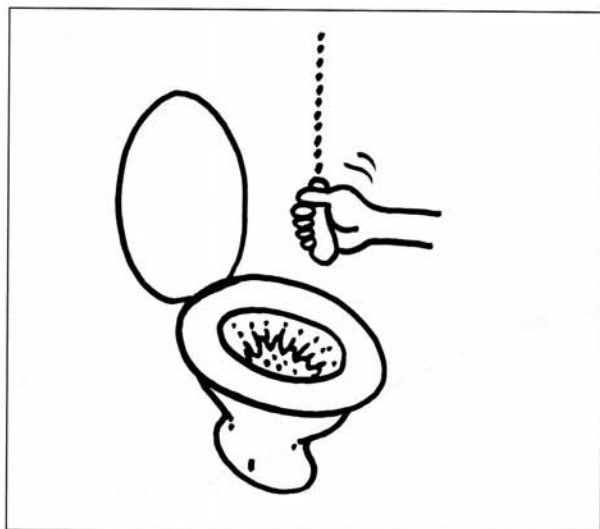


before eating a meal

after playing outside

after touching animals

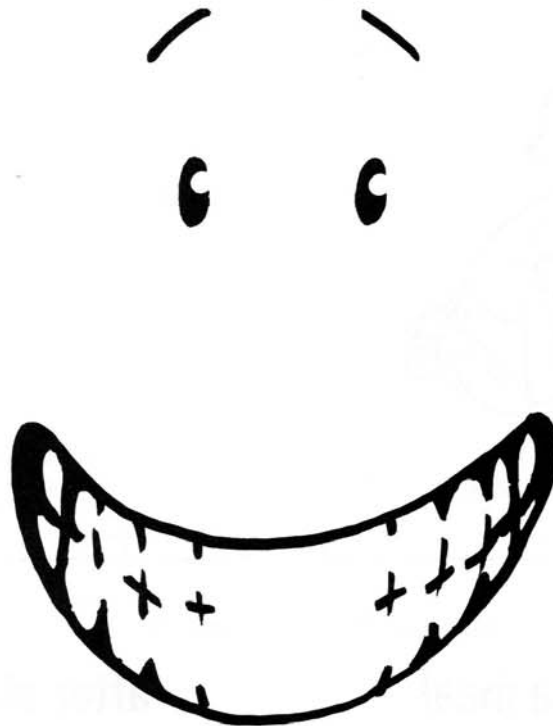
after going to the toilet





**K-8** WORKSHEET

**SMILE, PLEASE!**



**A book about my teeth**  
**by**

.....





**K-9** WORKSHEET

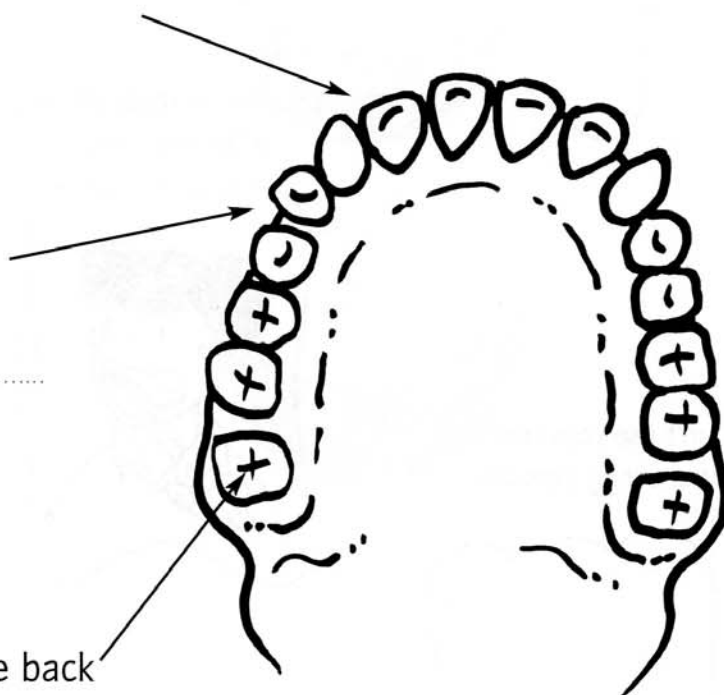
# TYPES OF TEETH

- **Milk teeth** grow when I am a baby. There are 20 of them.
- **Adult teeth** grow after the milk teeth when I am 6. There are 32 of them.
- I have teeth to break my food into small pieces.

Big teeth at the front: .....

Pointy and sharp  
teeth at the sides  
of my mouth:  
.....

Big flat teeth at the back  
of my mouth: .....



**Canines**

**Molars**

**Incisors**

Fill in the gaps with the missing words.

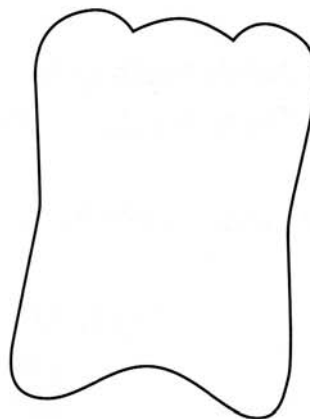
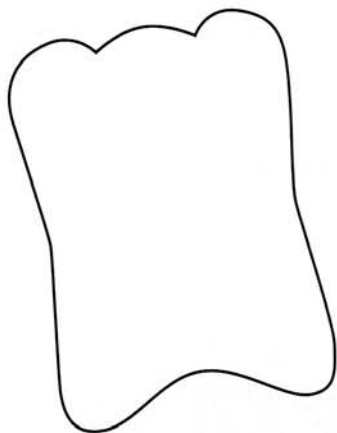


**K-10** WORKSHEET

# GOLDEN RULES!

Don't eat too many sweets,  
or sticky things.

Eat plenty of milk, cheese,  
yoghurt, fruit, and vegetables.

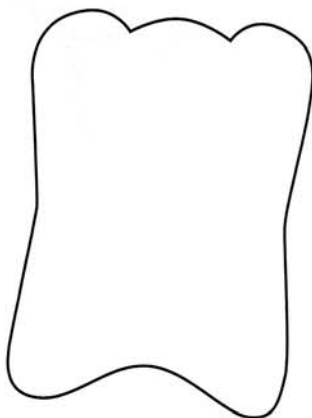


Brush your teeth properly  
after every meal.

Don't use your teeth  
for chewing pencils!



Visit the dentist  
every six months.



Draw a picture of each rule in the tooth shapes.



**K-11** WORKSHEET

HOW OFTEN DO YOU FOLLOW THE RULES?

**ALWAYS**



**OFTEN**



**SOMETIMES**



**NEVER**



Look at the pictures. Circle the word and colour the picture that shows how often you brush your teeth.



**K-12** WORKSHEET

**MORNING**

**CLEAN**

**SHINING TEETH!**

I use my



every day

to brush my



the healthy way.

I brush them each



I brush them each



till every one is shining



and white.

**NIGHT  
TEETH**

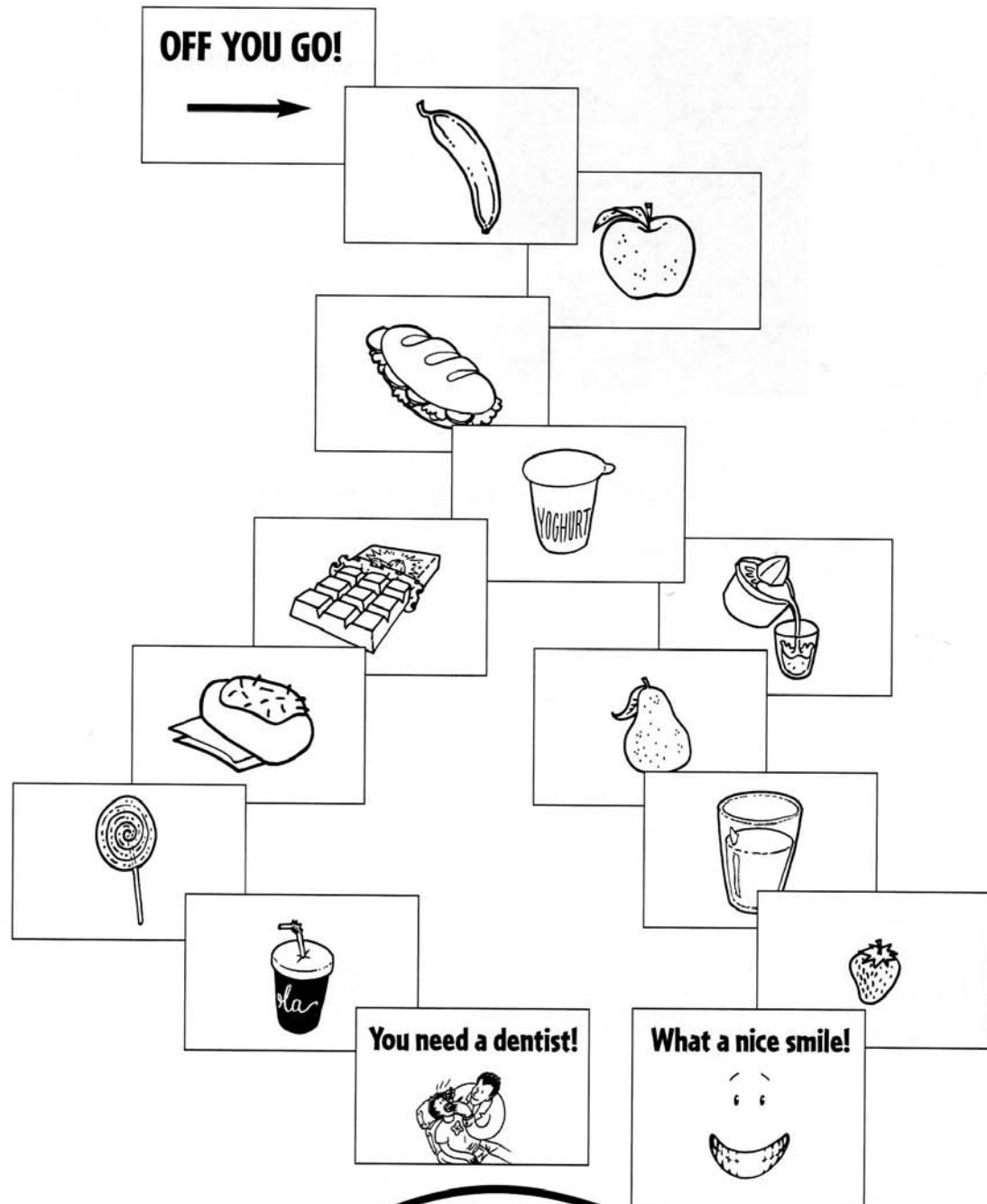
**TOOTH BRUSH**

Fill in the gaps with the missing words.




**K-13** WORKSHEET

# THE TEETH MAZE!



Find the exit by choosing healthy snacks. Colour the snacks on the healthy route!

**K-14** WORKSHEET

90

# MY FRUIT AND VEGETABLES PAINTING



inspired by *Vertumnus (Autumn)*  
by Giuseppe Arcimboldo

Stick a photo of your painting here or draw it.






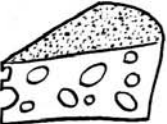

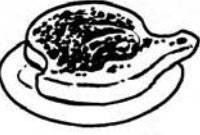

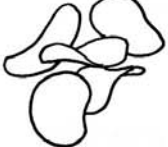


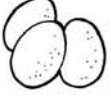

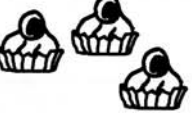




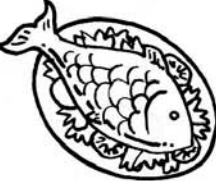
I used the following fruit and vegetables: .....




**K-15** WORKSHEET

# Healthy food




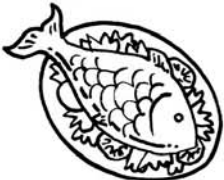




- Colour the foods green if you need to eat a lot of them (carbohydrates-vitamins, minerals-fibre);
- Colour the foods yellow if you need to eat a moderate amount of them (dairy products-proteins);
- Colour the foods red if you need to eat a small amount of them (fats and sugars).

			
PASTA	TOMATO	YOGHURT	BEANS
			
BANANA	CHEESE	SPINACH	STEAK
			
BREAD	CRISPS	PEAR	CARROT
			
EGGS	STRAWBERRY	SWEETS	RICE
			
CEREALS	CAKES	HAM	FISH

**K-16** WORKSHEET

# True or false?

Read the sentences; write a T if you think the sentence is true, or F if you think it's false.

	• Fats and carbohydrates give my body energy.	<input type="checkbox"/>
	• Water is not important for my body.	<input type="checkbox"/>
	• I need carbohydrates, vitamins, proteins, fats, and fibre in my diet.	<input type="checkbox"/>
	• Meat, fish, cheese, and eggs give my body proteins.	<input type="checkbox"/>
	• I can't find vitamins in fruit and vegetables.	<input type="checkbox"/>
	• Proteins help me to grow.	<input type="checkbox"/>
	• Fibre is not in fruit, vegetables, and bread.	<input type="checkbox"/>
	• Milk, yoghurt, fruit and vegetables give my body minerals.	<input type="checkbox"/>




















**K-17** WORKSHEET

# I'm healthy when I do this

**A** = ALWAYS

**S** = SOMETIMES

**N** = NEVER

 <p>Sleep 8-10 hours a night.</p> <p><b>A</b> <input type="checkbox"/></p>	 <p>Eat too much.</p> <p><input type="checkbox"/></p>
 <p>Watch TV.</p> <p><input type="checkbox"/></p>	 <p>Play outside in fresh air.</p> <p><input type="checkbox"/></p>
 <p>Go for walks.</p> <p><input type="checkbox"/></p>	 <p>Keep my body clean.</p> <p><input type="checkbox"/></p>
 <p>Eat fruit.</p> <p><input type="checkbox"/></p>	 <p>Clean my teeth.</p> <p><input type="checkbox"/></p>
 <p>Do exercise.</p> <p><input type="checkbox"/></p>	 <p>Eat sweets.</p> <p><input type="checkbox"/></p>
 <p>Drink milk and water.</p> <p><input type="checkbox"/></p>	 <p>Wash my hands.</p> <p><input type="checkbox"/></p>
 <p>Eat breakfast.</p> <p><input type="checkbox"/></p>	 <p>Eat chips.</p> <p><input type="checkbox"/></p>
 <p>Travel by bus.</p> <p><input type="checkbox"/></p>	 <p>Go to bed late.</p> <p><input type="checkbox"/></p>



## CONTENT AREA

## ALL ABOUT ME



## TOPIC

## Me and my senses



## AIMS

- to identify similarities and differences between human beings
- to understand how our five senses help us to know the world
- to identify and describe object properties
- to sort and classify according to chosen criteria



## LANGUAGE

- to read and understand instructions
- to name the main external parts of the body
- to talk about the use of the five senses
- to classify sounds, smells, and tactile properties
- to describe object properties
- to identify and name the taste of some foods



## VOCABULARY AND STRUCTURES

Use words and phrases relating to: parts of the body; sense organs and their functions (*eyes: sight; nose: smell; skin: touch; ear: hearing; tongue: taste*); it smells/tastes/looks/sounds/feels like ...; it is ...; a/an; adjectives for physical descriptions (*tall, brown, long ...*); adjectives to describe food and object properties (*it's sweet, salty, sour, transparent, opaque, pleasant, unpleasant, bitter, hard, soft, rough, hot, cold, high, low, loud, fast, slow*); action verbs (*shake, vibrate, bang, hit, rattle, pluck*); structures (*I can/can't; there is/are; I think ...; Yes, it is/they are; No, it isn't/they aren't; We use ... to ...*)



## WHAT CHILDREN NEED TO KNOW ALREADY

- how to record data on tables and graphs
- how to compare and interpret data
- how to read a map of the school
- indefinite articles
- some words related to the human body, food, school
- some adjectives (colours, sizes)
- *I like/don't like; I can/can't*



## MATERIALS

- tape-recorder; musical instruments; food items; materials for games and activities concerning the five senses
- **Worksheets S-1-S-11**



## ACTIVITIES

1. *We are all different and unique*
2. *Sense detectives*
3. *Hearing*
4. *Sight*
5. *Taste*
6. *Smell and touch*
7. *All together*
8. *Assessment*



# 1. WE ARE ALL DIFFERENT AND UNIQUE

Time: 2 hours

Materials: white paper, crayons, body labels, **Worksheet S-1**

## 1.1 PREPARATION

Revise face and body vocabulary and teach new words related to the parts of the body (e.g. chin, elbows, hips, knees ...). Trace the outline of a child on a large sheet of paper and ask children to label the various parts of the silhouette.

## 1.2 TOUCH YOUR NOSE!

Play a game to help children remember the body vocabulary. Explain to the children that they have to close their eyes and touch parts of their bodies according to your instructions: ***Touch your knees ... touch your head ... touch your elbows.***

## 1.3 HOW ARE WE DIFFERENT?

Ask two children to stand, one beside the other, in front of the class. Ask questions to establish which characteristics they share and in what ways they differ: ***How are Marco and Sara the same? (They have a head, a body, legs, arms, a nose.); How are they different? (He is a boy/She is a girl/He has got blue eyes/She has got green eyes/He is ... metres tall/She has got long brown hair ... )*** Repeat the activity with other pairs to help children become aware that certain physical characteristics are peculiar to each of us and make us unique: ***Everyone has a head, a body, legs, and arms but there are some things that make everyone look different: colour of eyes, colour of hair, height, size of feet, etc.***

## 1.4 I'M THINKING OF A PERSON

Describe a member of the class and ask the children to look for a child who corresponds to your description: ***I'm thinking of someone with brown hair.*** All the children with brown hair have to stand up. Then add ***I'm thinking of someone with brown hair and blue eyes.*** Only those with brown hair and blue eyes remain standing. Keep on adding other details, gradually reducing the number of people until there is only one person left standing who has all the characteristics described. ***I'm thinking of someone who has brown hair and blue eyes and who is a girl.***

## 1.5 WHAT'S YOUR SHOE SIZE?

Draw a shoe on the board and ask the children what size shoes they wear. Get them to record the results of the survey on a bar graph (for example: 8 pupils have size 32; 7 pupils have size 30; etc.).

## 1.6 PORTRAIT OF A FRIEND

Divide the children into pairs; ask them to draw a picture of their classmate and describe his or her physical characteristics (e.g. ***This is a picture of ...; hair colour: brown; hair style: straight; colour of eyes: green; shape of face: oval; other ...***). If necessary, introduce new words to support the description.





**Eyes:** light-blue - dark-blue  
**Nose:** long - short - big - small - straight  
**Mouth:** big - small - wide - thin - thick  
**Teeth:** white - yellow - straight  
**Ears:** small - big  
**Hair:** short - long - straight - curly - fair - dark  
**Face:** oval - square - round

### 1.7 HOW MANY FACES CAN YOU MAKE?

Give out **Worksheet S-1** and explain to the children that they have to find out how many combinations can be made with three different hairstyles, three types of nose, and three kinds of mouth. **You can only use: 3 hairstyles, 3 noses, and 3 mouths.** (They can make 18 faces.)

## 2. SENSE DETECTIVES

**Time:** 1 hour

**Materials:** food items (orange, carrot, celery, onion, potato, apple, pear, banana, liquorice), knife, aluminium foil, blindfolds, **Worksheet S-2**

### 2.1 PREPARATION

In this activity, children have to identify foods by using only one of the five senses. The instructions that follow are for a group activity. There is a simpler whole-class version on page 97 (see Variation). Before starting the activity, peel the foods, cut them into pieces, and prepare 15 parcels by wrapping each piece in aluminium foil. Make a set of cards showing the names and pictures of the foods and another set showing the symbols of the five senses (nose, mouth, ears, eyes, hands - **Worksheet S-2**). Depending on the language level of the children you could add, below each sense symbol, the structure they have to use to talk about the senses: **it smells/tastes/feels/looks/sounds like ...**

**2.2** Elicit/teach the names of the food items and teach the senses by showing the children the cards you made earlier: **Today we are going to find out what the five senses are! Here are some food cards (What is it? It's a/an ...) and these are the five senses cards (sight, smell, taste, touch, hearing).** Demonstrate the senses using gestures. Divide the class into five groups and explain to each group what they have to do. Tell them to wait for your signal before starting the experiment:

- Give three parcels to the first group (for example, apple, onion, orange) and show the picture of the nose to indicate that they have to guess what the food in the parcels is by smell only. Blindfold the children and tell them they have to smell the food: **Here you have three parcels of food. You have to open the parcels and identify the foods by smell only! (It smells like ...)**
- Give three parcels to the second group (for example, banana, carrot, pear) and show the picture of the hands to indicate that they have to guess what the food in the parcels is by touch only. Blindfold the children and tell them they have to touch the food: **Here you have three parcels of food. You have to open the parcels and identify the foods by touch only! (It feels like ...)**
- Give three other parcels to the third group and show the picture of the mouth to indicate that they have to guess what the food in the parcels is by taste only. Blindfold the children and tell them they have to taste the food: **Here you have three parcels of food. You have to open the parcels and identify the foods by taste only! (It tastes like ...)**
- Give three parcels to the fourth group and show the picture of the ears to indicate that they have to guess what the food in the parcels is by hearing only. Blindfold the children and ask them to listen for any noises made by the food when they shake the parcels: **Here you have three**



**parcels of food. You have to shake the parcels and identify the foods by hearing only! (It sounds like ... .)**

- e) The children of the last group are not blindfolded and have to use their senses of smell, touch, taste, hearing, and sight, one after the other, to identify the food: **Identify the foods by smell, touch, taste, hearing, and sight.** Say **Start the experiment!**
- f) When the children have finished, tell them not to take off the blindfolds until you have closed all the parcels again. Then they can take the blindfolds off and pick out the cards with the names of the foods they think they have identified. Lastly, they can open the parcels to check whether they were right or not: **Choose the cards with the names of the foods you identified, open the parcels, and check the foods.**
- g) Get the children to sit in a circle and discuss the results. **Did you guess the foods correctly? How many did you guess? Was it easy or difficult? Which sense was easiest?** Say **We have five senses. All the senses are important. Our senses help us to know the world.** Depending on the language level of the children, you could ask them to show the results of the experiment either by drawing pictures or writing short sentences.

#### Variation

Instead of organizing the class into groups, you could ask the children to sit at their desks and keep their eyes shut while you go around asking each of them to identify foods. First, place the set of cards showing the pictures of the foods up on the board or on the walls and elicit their names. Then show a sense card (see preparation) and elicit the name of the sense children have to use to identify the food (e.g. smell). Say **Close your eyes. Smell/taste/touch the food/Listen to the noises/Open your eyes and look at the food. What is it?**

### 3. HEARING

**We hear with our ears. We hear many different sounds each day.**

Time: 2 hours

**Materials:** ground plan of the school, blank sheets of paper, tape-recorder, empty plastic pots, rice, potato, coins, flour, buttons, sugar, corks, beans, **Worksheet S-3**

#### 3.1 PREPARATION

Make copies of the school plan. Collect six plastic pots, number each pot (1-6), and put one of the following materials inside each of them: rice, potato, coins, flour, buttons, sugar, corks, beans. Prepare some cards showing the pictures and the names of the materials that are inside the pots. Using pictures, pre-teach or revise the words: sound, hearing, listen, write, draw, drum, maracas, trumpet.

#### 3.2 A LISTENING WALK

- a) Divide the children into pairs and give each pair a pen and a plan of the school building (including the playground). If the children do not know how to use a map, give them a blank sheet of paper. Explain to the children that they are going to go for a walk round the school, both inside and outside, listening for sounds. Each pair has to write down on the plan or sheet of paper the sounds they hear during their walk: **I can hear ...** (if the children cannot yet write they can draw what they hear). While taking the children around, record sounds on a tape-recorder.
- b) Back in the classroom, each pair tells the rest of the class the sounds they have heard and recognized; they then listen to the tape, identify the sounds, and compare them with those they recorded on their map or sheet of paper.





- c) Create a table on the board or on a poster (adapt the table below as appropriate). Write all the sounds identified by the children in the first column. The children can then copy the table into their exercise books and fill it in by writing words or drawing pictures.

### SOUNDS WE CAN HEAR AT SCHOOL

Classroom	Computer Lab	Library	Hall	Street	Garden
Telephone				X	
Teacher	X				
Cat					X
Footsteps					
Cars					
Children					
Birds					

### 3.3 WHAT'S IN THE POT?

Put the numbered plastic pots on a table and scatter the cards in random order around and between the pots (see Preparation).

- Divide the children into groups of three and tell them to take turns shaking the pots in order to guess what is inside them.
- Explain to the children that they have to match each pot with the card bearing the name and picture of the material they think is inside it and record their predictions on **Worksheet S-3 (Pot number 1: I think it's ...)**. When all the children have finished the activity, you can open the pots and let them check whether they were right or not. Ask the children to write YES next to their prediction if they guessed the material correctly or NO and the right material if they were wrong.



### 3.4 WE HEAR DIFFERENT KINDS OF SOUNDS

Ask the children **What sounds do you hear every day?** Discuss the importance of hearing for safety (e.g. ears help to keep us safe when we cross the road). Depending on their language level, introduce words or structures necessary to talk about sound sources by showing pictures or getting them to recognize recorded sounds. Then ask them to suggest ways to group sounds: e.g. **sounds you make yourself (talking, clapping, stamping, whistling, singing, screaming ...); sounds other things make (doorbell, siren, bee, violin, telephone, radio, washing machine ...); pleasant sounds (radio, bells, birds ...) and unpleasant sounds (siren, children screaming ...)**. Depending on the language level of the children, you can ask them to illustrate the results of the discussion individually in their exercise books or in groups by making four posters: **Sounds we make ourselves - Sounds other things make - Pleasant sounds - Unpleasant sounds**.

### 3.5 LET'S PLAY SOME MUSIC

Get the children to dance to the rhythm of a tambourine: **Dance according to the beat: fast or slow**. Ask the children to shut their eyes and listen to a sequence of sounds you make by playing various musical instruments (drum, maracas, trumpet). They have to identify the sounds and reproduce the sequence they hear.



**FOLLOW UP**

Involve the children in making a sound bingo by recording different sounds in the school area and preparing several bingo cards with pictures of the sound sources. Ask the children to identify instrument sounds and explore how to play them in order to make sounds (bang, pluck, rattle, hit, scrape).

**4. SIGHT**

***We see with our eyes. We can see colours, shapes, sizes, movement. Sight helps us in everything we do!***

**Time:** 2 hours

**Materials:** small cardboard box, greaseproof paper, a piece of cloth, slide projector, black and coloured paper, glass of water, different coloured rulers, felt pens, and pencils, **Worksheet S-4**

**4.1 PREPARATION**

Take a box, paint the inside black, and make a small hole on one side. Make a long slit (about 2 cm wide) in the top of the box and cover the slit with greaseproof paper. Then cover it with a piece of cloth in order to keep all light out of the box and put a yellow pencil (or another yellow object) inside the box, directly under the slit. Revise known vocabulary and teach new words related to sight (e.g. light, reflect, see, shadow, silhouette).

**4.2 WHAT'S IN THE BOX?**

Ask the children to look into the box through the hole: ***Can you see anything? (No, I can't).*** Move the piece of cloth slightly away from the opening and ask: ***Can you see anything, now? (I can see an object but not the colour.)*** Take the piece of cloth away from the box completely and ask: ***What can you see now? (I can see a yellow pencil).*** Repeat the experiment with other objects which are all similar but different in colour (e.g. rulers of various colours) and ask the children which colour can be seen most clearly: ***Which colour is the easiest to see?*** Help the children to draw conclusions from the experiment: ***We can only see things when there is light. We can see objects because light is reflected from them*** (ask the science teacher to explain, in mother tongue, how reflection works and how images form inside the eye).

**4.3 SHADOWS**

On a nice sunny day take the children out into the playground and ask them to look at their shadows on the ground: ***Can you all see your shadow?*** Ask the children, in pairs, to jump on their partner's shadow and on their own: ***Can you jump on your shadow? Can you run away from it?*** Get the children to stand with their backs to the sun and then ask them to say where their shadows appear: ***Stand with your backs to the sun – where are your shadows? (in front).*** Get the children to stand facing the sun and say where the shadows appear now: ***Stand facing the sun – where are your shadows? (behind).*** Discuss and use gestures to explain how the shadows of their bodies form: ***Why do we have a shadow? Because the sun's light cannot go through our bodies.*** Get the children to look for other shadows in the school playground. ***Shadows are formed when light is blocked by an opaque material.*** Teach the words 'transparent' and 'opaque', and organize a treasure hunt within the school building to find out which materials are transparent or opaque. Ask the children to classify materials and make a poster about what they have found out.





#### 4.4 SILHOUETTES

Get the children to put a light source (e.g. a slide projector), a child, and a sheet of paper in the right order to produce the shadow profile of the child's face on the paper: ***Where do we have to place the paper, the child, and the light to make a shadow on the paper?*** Once they understand that the child has to stand in profile between the sheet of paper and the light source, the children have to find the best position for bringing the profile into clear focus. They then trace the outline of the child's profile on the paper using a felt pen: ***Draw round the shadow with a felt pen.*** Each child traces their partner's outline, cuts it out and sticks it on a coloured background.

#### 4.5 I CAN SEE THE COLOURS OF THE RAINBOW

- Draw the outline of a rainbow on the board and teach the word. Ask the children if they can say how many colours a rainbow has: ***How many colours are there in a rainbow?***
- Write a list of numbers from 1–7 and ask the children to guess the colours and their order (starting from the lowest arch): ***What are the colours of the rainbow? What is colour number 1?*** Each child colours in the first rainbow on **Worksheet S-4** and tells the others what the colours are in his/her opinion: ***I think number 1 is orange!***
- The children can check their predictions by doing a simple experiment: they take a glass of water and go to one of the classroom windows; they then hold the glass above a blank sheet of paper and move it about until they find a position which will enable the sun's rays to filter through the glass onto the paper and produce a rainbow. In this way they can observe the sequence of colours, and check their predictions: ***Let's find out the order of the colours in a rainbow. Hold up a glass of water over some white paper near a sunny window. Look at the colours of the rainbow on the paper. Compare the order of the colours with yours on Worksheet S-4.*** Then write the correct order and ask the children to colour in the second rainbow. (The correct order is: red, orange, yellow, green, blue, indigo, violet.) The experiment is intended to demonstrate that although light seems to be white, it is really made up of a range of colours. If you have a science laboratory in your school, you can use an optical prism to show the spectrum of colours.

#### FOLLOW UP

Investigate primary/secondary colours; warm/cold colours.

### 5. TASTE

***We use little taste buds on our tongue to taste things.***

**Time:** 1 hour 30 minutes

**Materials:** lemon juice, salted crisps, unsweetened coffee, cake, honey, grapefruit segments, pizza, bitter chocolate, **Worksheets S-5 and S-6**, food pictures

#### 5.1 PREPARATION

Put some different kinds of food on a table and cover them with a cloth (e.g. lemon juice, crisps, unsweetened coffee, cake, honey, grapefruit segments). Make a set of pictures of salty/sweet/sour/bitter foods (e.g. lemon, chips, coffee, cake, honey, grapefruit, orange, yoghurt, vinegar, sweets, chocolate, cake, pizza, etc.).



## 5.2 THE TASTING TABLE

Revise food vocabulary and teach any new words the children will need. Ask the children to take turns to go to the table and, with their eyes shut, taste what you give them. They have to guess what it is and say whether they like it or not: ***Come to the tasting table, close your eyes. Are you ready? Open your mouth. Taste this food. What is it? That's right! Do you like it?***

## 5.3 TASTE BUDS

- Explain to the children, by showing the tongue picture on **Worksheet S-5**, that we can taste things because of the taste buds on our tongues (back of the tongue = bitter like some medicines and coffee; tip of the tongue = sweet like sweets and ice-cream; front at the side = salty like chips and pizza; back at the side = sour like lemon juice and grapefruit).
- Repeat the tasting table activity, this time asking children to identify the tastes: ***Does it taste sweet/sour/salty/bitter?***
- Ask the children to colour in the different parts of the tongue on **Worksheet S-5** according to the instructions. Then, they have to cut out the different kinds of food and stick them on the appropriate part of the tongue: ***Colour the sweet place on the tongue yellow. Colour the sour places on the tongue grey. Colour the bitter place on the tongue brown. Colour the salty places on the tongue orange. Cut out the foods and glue them on the right place on the tongue. Colour the foods the same colour as the taste.***

## 5.4 SENSE OF TASTE

Check if the children can identify different tastes by asking them to sort out pictures of food you prepared in advance (see preparation) into foods that taste salty, sweet, bitter, or sour. Ask the children to circle the correct taste for each food on **Worksheet S-6**.

# 6. SMELL AND TOUCH





***We smell with our nose. Don't taste things because they smell good: they can be dangerous! We use our skin to touch and feel.***

Time: 1 hour 50 minutes

Materials: garlic, cinnamon, vinegar, orange, liquid soap, perfume, teddy bear, sandpaper, ball, bag, copies of **Worksheet S-7**

## 6.1 PREPARATION

- Prepare pairs of jars, each pair containing a particular substance (garlic, cinnamon, vinegar, orange, liquid soap, perfume ...). Seal the jars with gauze and set them on a table in jumbled order.
- Make a poster divided into four columns, each for a different tactile property. Stick a picture of an object or a piece of material in each column and write its tactile property (for example, soft: teddy bear; hard: desk; smooth: ball; rough: sandpaper).

Soft	Hard	Smooth	Rough
			

- Prepare a feely bag containing objects that all feel different (hard, soft, smooth, rough).





## 6.2 SMELLING JARS

Explain to the children that they have to smell the jars and match those with the same smell: **Smell the jars. What can you smell? Does it smell good? Match the two jars that smell the same.**

## 6.3 HOW DOES IT SMELL?

Give out copies of **Worksheet S-7** and ask the children to identify pleasant and unpleasant smells, draw something in the empty box and match them with the two faces: **Join the pictures to the faces. (It smells bad. It smells good.)**

## 6.4 FEELY BAG

- Teach the names of tactile properties by using real objects or the tactile poster (see Preparation): **The teddy bear is soft/The desk is hard/The ball is smooth/The sandpaper is rough.**
- Sit the children in a circle and ask them to pass the feely bag around (see Preparation) while some music plays. When you stop the music, the child who is holding the bag puts his/her hand in it, chooses an object, and describes its characteristics without taking it out of the bag (e.g. **What is it? What does it feel like? It's cotton wool, it's soft.**).
- Get the children to complete the tactile poster by drawing each object from the feely bag in the column corresponding to its tactile property.

## 6.5 FEELY BOOK

Ask the children to bring in materials with different textures (e.g. velvet, cotton wool, sand, salt, sandpaper, etc.). Tell them to use the materials to make collages representing different objects and to write captions for each of them (for example, **This is a ball. Touch it! It's soft; This is a sandcastle. Touch it! It's rough!**). The collages can then be made into a class book.

## FOLLOW UP

Let the children experiment with other tactile properties: hot/warm/cold; wet/dry; sharp/blunt; prickly, etc.

# 7. ALL TOGETHER

**Time:** 1 hour 15 minutes

**Materials:** senses cards (see Preparation in 'Sense detectives' p. 96), **Worksheets S-8-S-11** (Activities suggested in this section revise and evaluate content and language covered within the whole 'five senses' content area.)

## 7.1 PREPARATION

Make copies of the senses cards so that each child can have one.

## 7.2 I HAVE FIVE SENSES

Ask the children to complete **Worksheet S-8** by putting in the missing words and symbols: **Write the words. Draw the sense symbols. Colour the pictures.**

## 7.3 NONSENSE POEM

Explain to the children that they have to write a nonsense poem, in the space provided on **Worksheet S-9**, by combining the words in the three columns of the text in a strange way: **Write a nonsense poem matching words from the three columns (e.g. I see bells with my nose).**



**7.4 FIVE SENSES QUIZ**

**Worksheet S-10** is a multiple-choice quiz on the five senses in which children have to complete each sentence with the right word. Say **Circle a, b, or c. Write the word in the sentence.**

**7.5 GOLDBLOCKS**

The story of Goldilocks can be used to revise the five senses. Give each child a card showing the symbol of a sense (see Preparation). Tell the story, supporting new vocabulary by miming. Each child has to raise his/her card whenever the action of a character in the story involves that particular sense (e.g. **Goldilocks tastes the porridge in the big bowl. Ouch! It's too hot!**). All the children with the symbol of the tongue on their card have to raise it and show it to the others. At the end of the story, give out copies of **Worksheet S-9** with multiple-choice questions about the story: **Read and circle the right answer.**

Here are three bears: Mummy Bear, Daddy Bear, and Baby Bear. Mummy Bear makes some porridge.

Mummy Bear pours the porridge into three bowls: a big bowl – a medium bowl – a small bowl.

'What a delicious **smell!**' Daddy Bear tastes the porridge. 'Oh! This porridge is too **hot.**'

Mummy Bear **tastes** the porridge. 'Oh! This porridge is too **hot.**'

Baby Bear **tastes** the porridge. 'Oh! This porridge is too **hot.**'

'Let's go for a walk and pick blackberries!'

Here are a small bear's footsteps. Can you **hear** him? (tip tip tip)... a medium bear's footsteps.

Can you **hear** her? (tip tap tip tap) ... a big bear's footsteps. Can you **hear** him? (tiitiiitp taaaaaap!)

Here is Goldilocks! Knock! Knock! Goldilocks opens the door and smells: 'Yum Yum, porridge! I like porridge!'

Goldilocks **sees** three bowls. 'Oh! Three bowls!'

'A **big** bowl! Yuck! I don't like this porridge, it's too **hot!**'

'A **medium** bowl! Yuck! I don't like this porridge, it's too **cold!**'

'A **small** bowl! Yum Yum! This is good. I like it!' Goldilocks sees three chairs. 'Oh! Three chairs!'

'A big chair! Ouch! I don't like this chair, it's too **hard!**'

'A medium chair! Ouch! I don't like this chair, it's too **soft!**'

'A small chair! I like this... Oh no!' Goldilocks sees three beds. 'Oh! Three beds!'

'A big bed! Ouch! I don't like this bed, it's too **hard!**'

'A medium bed! Ouch! I don't like this bed, it's too **soft!**'

'A **small** bed! I like this bed. Zzzzzzzz!'

The bears come back. Can you hear them? A small bear's footsteps, a medium bear's footsteps, a big bear's footsteps!

Daddy Bear: '**Look** at my porridge!'; Mummy Bear: '**Look!** My porridge!'; Baby Bear: '**Look!** Boohoo! My porridge!'

Daddy Bear: '**Look** at my chair!'; Mummy Bear: '**Look!** My chair!'; Baby Bear: '**Look!** Boohoo! My chair is broken!'

Daddy Bear: '**Look** at my bed!'; Mummy Bear: '**Look** at my bed!'; Baby Bear: '**Look!** There is a girl in my bed!'

Goldilocks wakes up and **sees** the bears. 'Aaagh! Three bears!!!'

Goldilocks runs and runs as fast as she can!



## 8. ASSESSMENT

- Progress indicators: **Worksheets S-5/S-6/S-8/S-10/S-11**
- Informal observations on children's comprehension and performance in class (Appendix 1).
- Skills children should have acquired (these can be recorded on the children's ability record, Appendix 2).
  - **Content skills:** the child can identify similarities and differences between human beings; understand how the five senses help us to know the world; can identify and describe object properties; can sort and classify according to chosen criteria
  - **Language skills:** the child can read and understand instructions; can describe himself and his classmates; can name the main external parts of the body; can talk about the use of the five senses; can classify sounds, smells and tactile properties; can describe object properties; can identify and name the taste of some foods
- Self evaluation: Appendix 3. The following statements can be written into the 'I CAN' column (adapt as appropriate):
  - I can identify and describe similarities and differences between humans.
  - I can describe myself and a friend in English.
  - I can identify the tastes of some foods.
  - I can describe the functions of the sense organs.
  - I can describe an object by its properties (colour, sound, smell, what it's like to touch).



**S-1** WORKSHEET

# How many faces can you make?

**YOU CAN ONLY USE:**

• 3 hairstyles →



curly



straight



long

• 3 noses →



circle



triangle



square

• 3 mouths →



happy

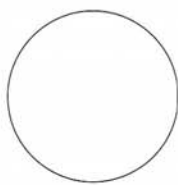
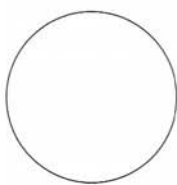
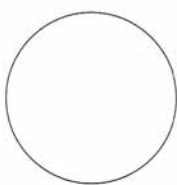
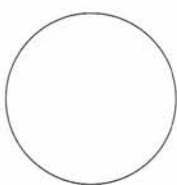
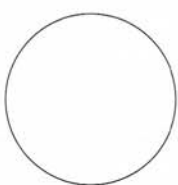
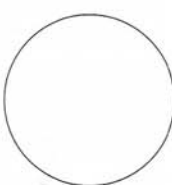
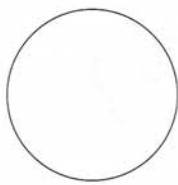
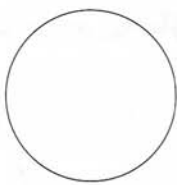
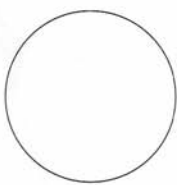
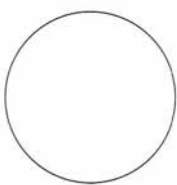
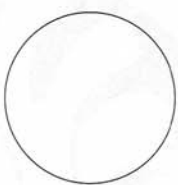
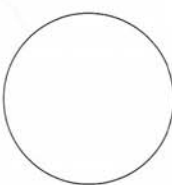
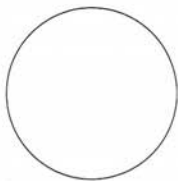
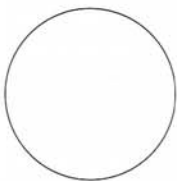
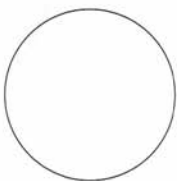
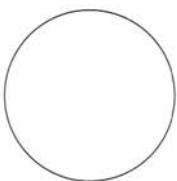
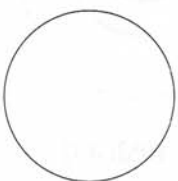
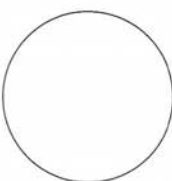


sad



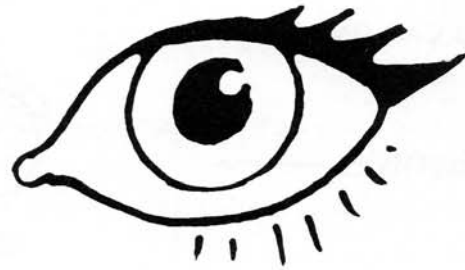
angry

**LET'S TRY!**

**S-2** WORKSHEET

smell



sight



touch



hearing

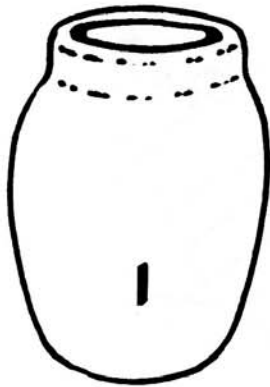


taste

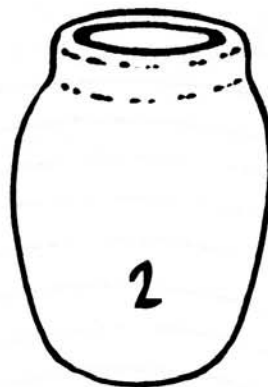


**S-3** WORKSHEET

# What's in the pot?



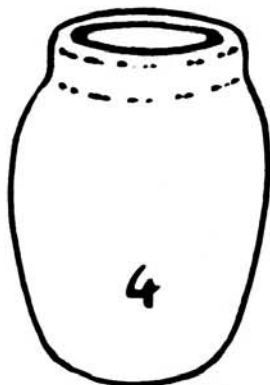
I think it's \_\_\_\_\_

☐ YES☐ No, it's \_\_\_\_\_

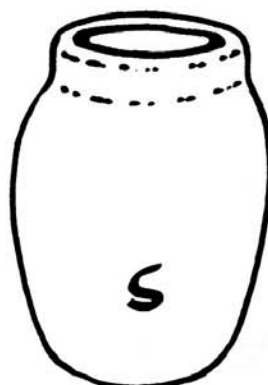
I think it's \_\_\_\_\_

☐ YES☐ No, it's \_\_\_\_\_

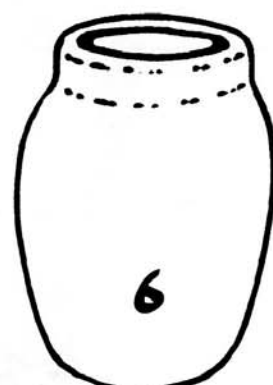
I think it's \_\_\_\_\_

☐ YES☐ No, it's \_\_\_\_\_

I think it's \_\_\_\_\_

☐ YES☐ No, it's \_\_\_\_\_

I think it's \_\_\_\_\_

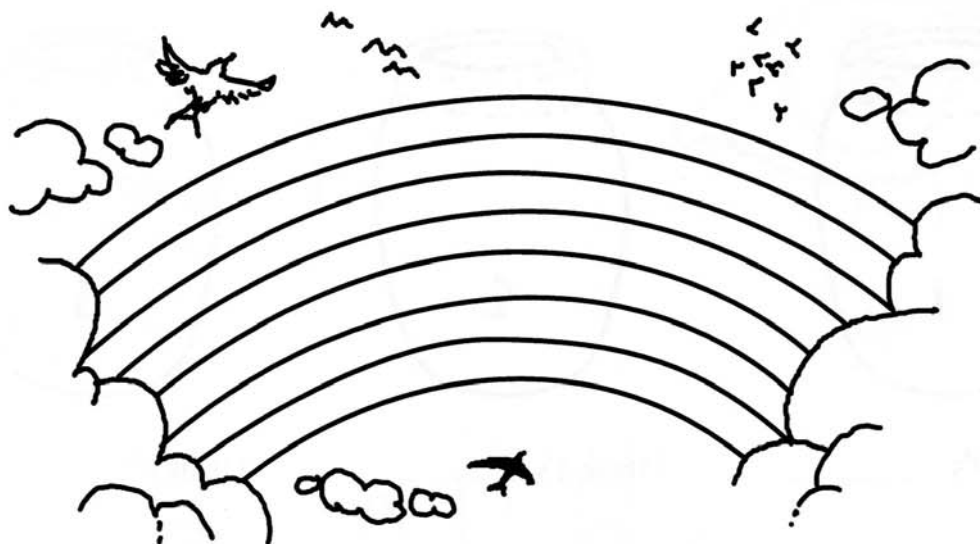
☐ YES☐ No, it's \_\_\_\_\_

I think it's \_\_\_\_\_

☐ YES☐ No, it's \_\_\_\_\_

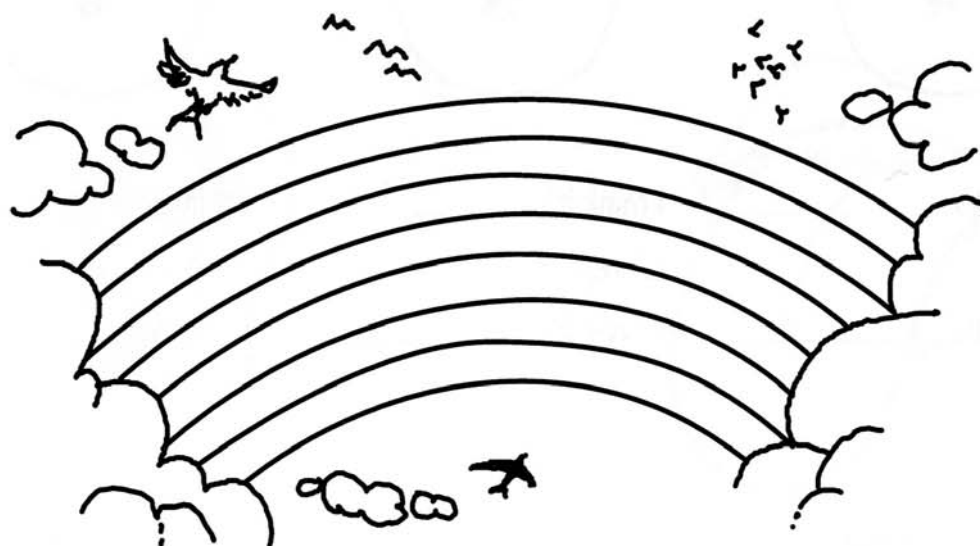
**S-4** WORKSHEET

# I can see the colours of the rainbow

**I THINK THEY ARE...****LET'S EXPERIMENT!****THERE ARE ... COLOURS IN A RAINBOW IN THIS ORDER:**

1 ..... 2 ..... 3 ..... 4 .....

5 ..... 6 ..... 7 .....

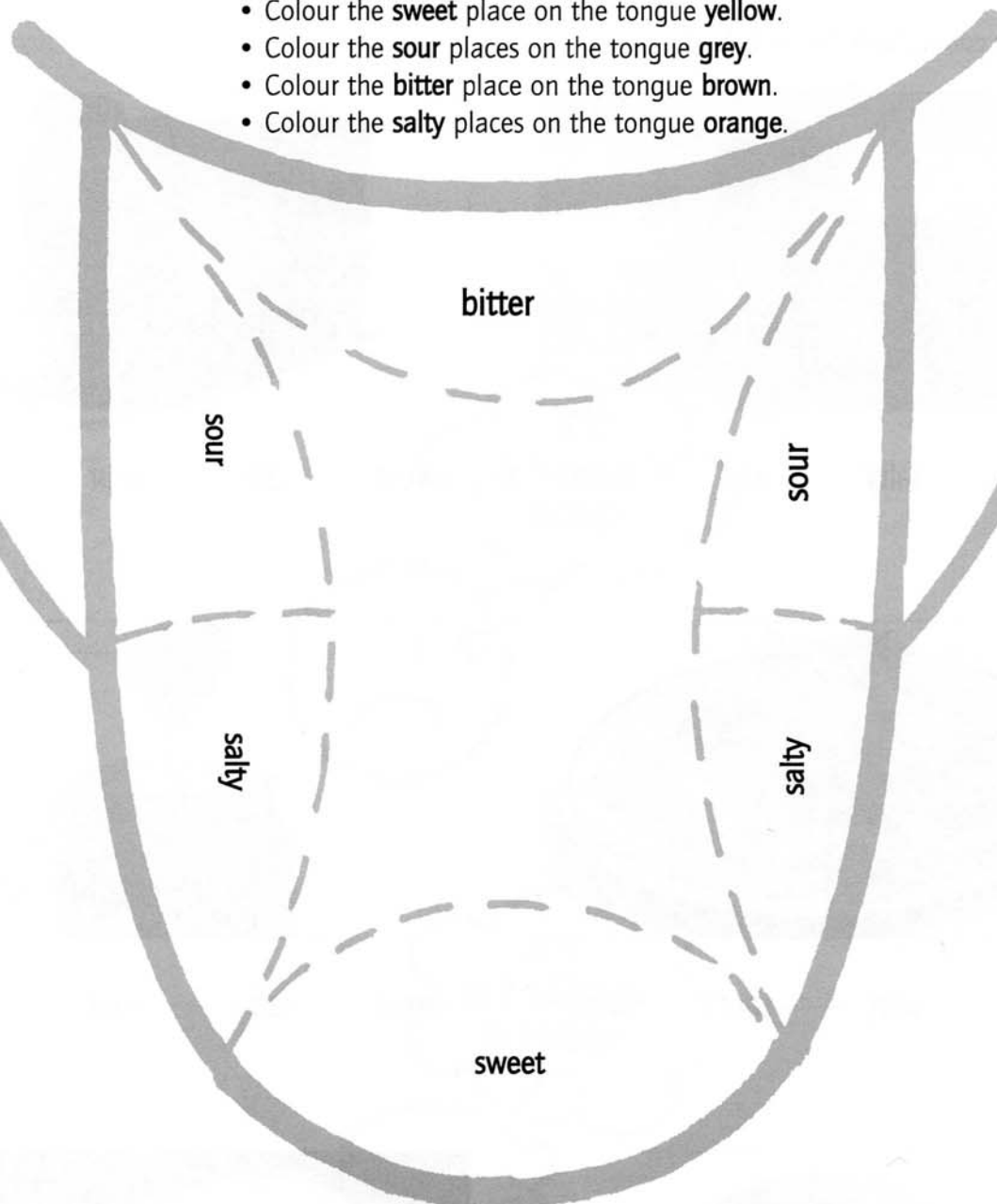




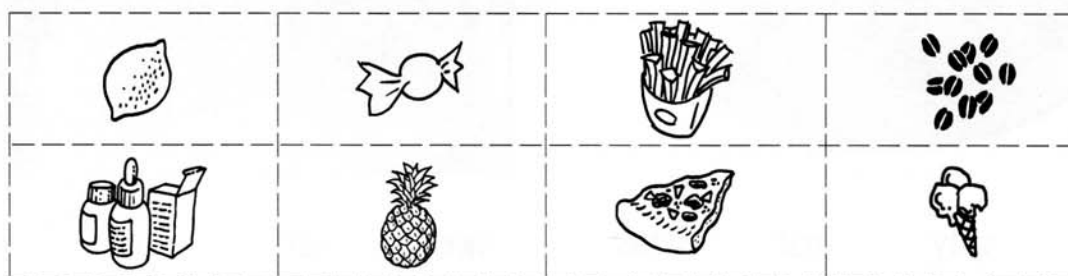
**S-5** WORKSHEET

# Taste buds

- Colour the **sweet** place on the tongue **yellow**.
- Colour the **sour** places on the tongue **grey**.
- Colour the **bitter** place on the tongue **brown**.
- Colour the **salty** places on the tongue **orange**.



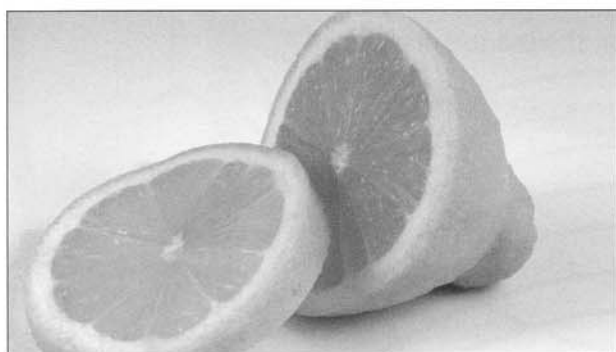
Cut out the foods and glue them in the right places on the tongue.  
Colour the foods the same colour as the taste.



**S-6** WORKSHEET

# Sense of taste

Circle the correct taste for each food.



sweet    salty    sour    bitter



sweet    salty    sour    bitter



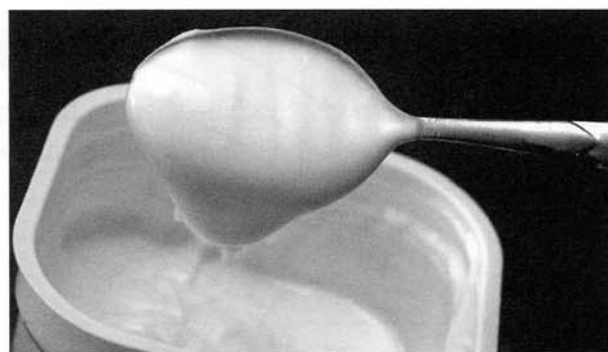
sweet    salty    sour    bitter



sweet    salty    sour    bitter



sweet    salty    sour    bitter



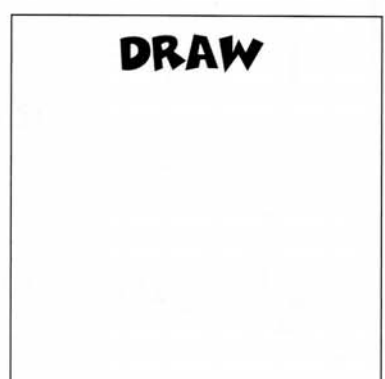
sweet    salty    sour    bitter



**S-7** WORKSHEET

# How does it smell?




Join the pictures to the faces.










**S-8** WORKSHEET

# I have five senses

Colour the pictures. Complete the sentences with the symbols and the words.

<b>I can</b> _____ 	<b>I can</b> _____ 	<b>I can</b> _____ 
with my tongue	with my nose	with my eyes

<b>I can</b> _____ 	<b>I can</b> _____ 
with my ears	with my hands

					hear	taste	touch	see	smell
---	---	---	---	---	------	-------	-------	-----	-------



**S-9** WORKSHEET

# Nonsense poem

Write a nonsense poem matching words from the three columns.



I see



a rabbit

with my eyes



I smell



honey

with my nose



I hear



the rainbow

with my ears



I touch



a flower

with my hands



I taste



bells

with my tongue

## My nonsense poem

.....

.....


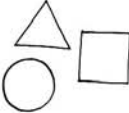
















.....

.....

**S-10** WORKSHEET

# Five senses quiz

Choose the right answer for each question.

<p>I use my _____ to see colours</p> <p> and shapes </p>	<p>I use my _____ to hear a cat</p> <p>miaow </p>
<p> a) hand     b) eyes     c) tongue</p>	<p> a) nose     b) eyes     c) ears</p>
<p>I use my _____ to taste chocolate</p> <p></p>	<p>I use my nose  to _____</p>
<p> a) ears     b) eyes     c) tongue</p>	<p>a) touch    b) smell    c) taste</p>
<p>I use my hands  to _____</p>	<p>Cotton wool  feels _____</p>
<p>a) taste    b) smell    c) touch</p>	<p>a) cold    b) hard    c) soft</p>
<p>A lemon  tastes _____</p>	<p>An ice-cream  tastes _____</p>
<p>a) sweet    b) sour    c) salty</p>	<p>a) cold    b) salty    c) sweet</p>



**S-11** WORKSHEET

# Goldilocks



Read and circle the right picture.

**What did Goldilocks****see**

?

a school



a cottage



a tent

**What did Goldilocks****smell**

?

sausages



a cake



porridge

**What did Goldilocks****taste**

?

hot porridge



hot milk



ice-cream

**What did Goldilocks****touch**

?

a sofa



a bed



a cat

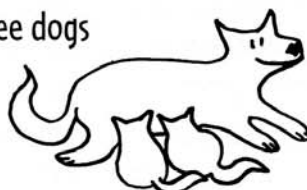
**What did Goldilocks****hear**

?

three birds



three dogs



three bears





## CONTENT AREA

## ALL ABOUT ME



## TOPIC

## Human body



## AIMS

- to identify the various parts of the human body
- to recognize how some organs and internal systems work



## LANGUAGE

- to read and understand simple texts
- to name the main organs of the body
- to talk about the function of the main organs of the body
- to speak about what we can do with our body
- to describe a work of art



## VOCABULARY AND STRUCTURES

Use words and phrases relating to: organs and internal systems of the human body (*heart/brain/skeleton/intestine/nerves/spinal cord/brain/bones/blood/lungs/muscles/skin/tendons/chest/artery/vein/carbon dioxide/windpipe/liver/kidneys/stomach; break/mix/breathe/contract/relax/pull up/take in/remove*); adjectives (*fat, thin, long, short ...*); verbs of motion (*skip, roll, hop, crawl*); maths (*How many arms? plus/equals*); structures (*I can/can't; there is/are; It's made up of ...; Yes, I have/No, I haven't; I'm + ing; It's good at ...; it protects ...; the biggest/the smallest; shorter/longer; it makes me ...*)



## WHAT CHILDREN NEED TO KNOW ALREADY

- how to carry out an experiment and interpret the results
- some words related to the human body
- some adjectives (*curly/straight/long/short/young*)
- superlatives/comparatives
- *I can/can't*
- *I'm + ing*



## MATERIALS

- **Worksheets B-1-B-12**; cardboard; paper fasteners; string



## ACTIVITIES

1. *My incredible body*
2. *Funny maths*
3. ICT
4. Art
5. Assessment





## 1 MY INCREDIBLE BODY

Time: over many lessons

Materials: pictures of the human body, **Worksheets B-1 to B-9**

### 1.1 PREPARATION

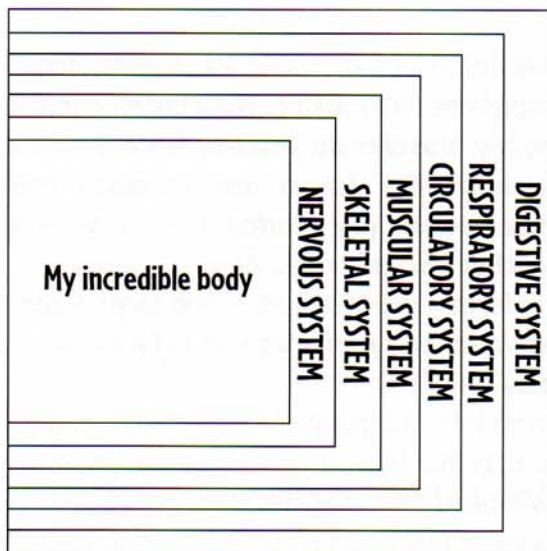
This is a topic that, due to its difficult content, should be well integrated with the science curriculum. If the teacher of English is not the class science teacher, it's very important he/she plans the activities with the subject teacher in order to make the best use of the material provided. Teachers should be prepared to select and adapt activities according to the level of their class, and to preteach key vocabulary.

Check the children's knowledge about the human body and its functions. Use pictures of the human body to start a simple discussion in English: **Look at the human body. It's made up of different parts. It's like a complicated machine always working to keep you alive. Each part has a special job to do. All these parts need energy to work. Can you show me where the brain is in the body? Where is the heart?**

### 1.2 MY INCREDIBLE BODY BOOK

The diagram below is for teacher information. It illustrates the book showing the different systems that are covered in this topic. Use **Worksheets B-1-B-8** to find out some basic information and curious facts about the internal systems and organs of the human body. Cut out the Worksheets along the dotted lines, put them together in ascending order of size and staple them together to form a personal book entitled 'My incredible body'. If you use a Portfolio, you can get the children to include the completed book in the Portfolio Dossier together with a description form (Appendix 4). The use of the Worksheets should be supported by other activities as suggested in the following steps:

a) Skin covers and protects my body [**Worksheet B-1**]



- Discuss with children about skin and its functions: **Why is skin important? What can you feel with your skin? Skin holds your body and protects it. It is only about 2 mm thick. Some people's skin is darker than others' because it has more melanin. Dark skin protects you better from the sun.**
- Ask the children to touch different objects and describe what they feel (**it's hot/cold/smooth/rough/prickly**/etc.) (see the five senses topic for more activities).
- Give each child a copy of **Worksheet B-1**. Explain to the children that this Worksheet will become the front cover of their book about the human body and they should colour it in.

b) Nervous system [**Worksheet B-2**]

- Create a mind map with children. Write: **The brain is my body's control centre** in the centre of the board and ask children to give examples of how the brain controls our bodies.
- Play a game to revise or introduce new vocabulary. Ask the children to mime words linked to the different parts of the brain: breathing (breathe deeply); balance (stand on one foot with arms out); sight (touch eyes); hearing (touch ears); touch (clap hands); action (turn around); speech (repeat a word); memory (point to a temple); thought (point to the forehead).





- Split the class into teams of three or four. Go through the information about the brain on **Worksheet B-2** with the children and tell them you are going to ask them some questions. The first team to give a correct answer gets a point: **Which part of the brain is good at maths? (left); Does the brain work when you sleep? (yes); Which part of the brain is good at art (right); How is the brain linked to the rest of the body? (by nerves); What does the body send to the brain? (messages); What takes messages to and from the body (spinal cord and nerves); What is the nervous system? (it consists of nerves, spinal cord, and brain).**
  - Get the children to test their memory by playing a memory game. In pairs, they have to look carefully for one minute at eight objects placed on a tray; then cover the tray with a cloth and ask each pair to draw or write the names of all the objects they can remember.
- c) **Skeletal system [Worksheet B-3]**
- Bring in a poster or a model of a skeleton and ask children: **What is it? Why is it important? Do you know the names of any bones?** Teach the name of some bones of the skeletal system by labelling them and asking the children to practise reading and saying the new words. Help the children to remember the new words by giving out labels and asking them to put them next to the correct bones.
  - Go through **Worksheet B-3** with the children, and ask some questions: **Why is the skeleton important? (because it holds my body and protects important organs); What does the skull protect? (the brain); What's the name of the bone that protects the spinal cord? (backbone); How many bones are there in your skeleton? (about 206); What's the biggest bone? (femur); How many bones are there in each hand? (27).** Tell children to match the names to the bones of the skeleton.
  - Highlight the function of the joints that let us bend and twist by making a jointed skeleton which can be hung up and used as a mobile. For a model and instructions see **Worksheet B-9** (to be photocopied and enlarged).
- d) **Muscular system [Worksheet B-4]**
- Go through the information on **Worksheet B-4** with the children, and ask them to identify and colour in the muscles in the picture. Check comprehension by asking: **How many muscles are there in your body? (about 620); How many muscles do you use for a single step? (about 200); Which muscles work automatically? (chest and stomach muscles; heart); How are muscles attached to the bones? (by tendons); How do muscles work? (in pairs; when one contracts the other one relaxes).**
  - Play a game in which children have to mime different movements according to your directions: **We can move in different ways; we can walk, we can jump, we can skip, we can crawl ... roll ... bend ... stretch ... twirl ... hop, etc.**
  - **My hands can ... / My legs can ...** Divide the class into two groups. Explain that each group has 30 minutes to make a poster about actions hands and legs can perform (one group makes a poster about hands e.g. clap, hold hands, hold a pencil, etc., and the other one about legs, e.g. run, jump, skip, etc.). Children can choose to draw, or find pictures in magazines to illustrate the actions. At the end of the activity, hang the posters up in the classroom and ask each group to give a presentation of their work.
- e) **Circulatory system [Worksheet B-5]**
- Use **Worksheet B-5** or draw a diagram on the board to explain how the heart pumps blood round the body. Teach the words blood, artery, vein. Go through the information given on **Worksheet B-5** with the children. Then help children to ask each other questions. Give them some examples: **How many ...? What colour is ...?** Tell the children to look at **Worksheet B-5**, identify and colour the heart and arteries red and the veins purple.





- Get the children to measure their heartbeat (pulse) when at rest and after a run: **Sit still; count how many times your heart beats in one minute. Now run on the spot for a minute; count your heart beats again. What's different? When does your heart beat fastest?**
- f) Respiratory system (breathing) [Worksheet B-6]
- Start by playing some games involving respiration.  
**Blow football:** make a miniature football pitch on a table, putting wooden bricks all round it to stop the ball getting out, (but leaving two openings for the goals). Put a table tennis ball on the pitch. Divide the children into two teams of three or four that have to stand at either end. Each player takes a straw which s/he must use to try to blow the ball into the other goal: **Has everyone got a straw? Are you ready? At the first whistle you have to blow the ball into your opponent's goal! How many goals do you think you can score in (five) minutes?**  
**Blow a candle out:** place a candle on the table; in turn, the children try to find out how far away from the candle they can stand and still be able to blow it out: **How far away can you stand?**
  - Give out **Worksheet B-6** to each child. Introduce new words and explain how the respiratory system works. Ask the children to match the organ names to the parts of the respiratory system and, if appropriate, to ask each other questions in pairs: **What are the lungs? How many times a minute do we breathe?**
- g) Digestive system [Worksheet B-7]
- Explain to the children that our body needs food to keep it going. Before our body can use the food we eat, it has to be broken down into tiny pieces so that it can be carried all around our body by blood. This is called digestion. Introduce new words: stomach – oesophagus – intestine. Ask the children to match the different parts of the digestive system to the correct position on the outline of the human body on **Worksheet B-7** and fill in the text about the digestive process with the missing words (mouth, oesophagus, stomach, intestine). Tell them they can use the words twice.

### 1.3 LOOK AT MY BODY!

[Worksheet B-8]. This worksheet can be used for assessment. Give each child a copy of **Worksheet B-8** and ask them to identify the internal organs of the human body and colour them according to the instructions.

### 1.4 MR SKELETON

[Worksheet B-9]. Ask the children to glue the skeleton parts onto cardboard; cut out the bones, punch holes on the circle marks; connect the bones using brass paper fasteners and attach a short piece of string to the skeleton's skull. **Children can ask and answer about the skeleton in pairs. What's this? A skull,** etc.

## 2. Extension activity: FUNNY MATHS

Time: 20 minutes

Materials: **Worksheet B-10**

Give out **Worksheet B-10** and explain to the children that they have to do simple addition sums involving body parts: **Two feet, how many toes? Two dogs, how many legs? Three elephants, how many ears? Two monsters, how many noses? Four hands, how many fingers? Six boys and four girls, how many arms? Three dogs and four ducks, how many legs?** etc.





### 3. Extension activity: ICT

Time: 30 minutes

Materials: computer, digital photos of each child

#### 3.1 PREPARATION

Take a close-up photograph of each child with a digital camera. Correct the photographs, if necessary, with an imaging programme and save them in the My Pictures folder.

#### 3.2 THIS IS ME

Explain to the children that they have to open the Paint programme, insert their photo (Edit – Paste from – My Pictures) and place it in the centre of the page. They then have to draw the rest of the body following the teacher's instructions: **Draw your neck, draw your body, draw your arms ...** Depending on the language level of the children, you can ask them to add clothes and describe the way they are dressed: **This is me. I'm wearing ...**

### 4. Extension activity: ART

Time: 1 hour 30 minutes; 20 minutes

Materials: **Worksheets B-11 and B-12**

- [**Worksheet B-11**]. Allow 3 Worksheets for each child. Tell the children to cut out the parts of the body of Mr Man and put them together on a sheet of coloured paper to represent the actions that you say: **he can run; he can play football; he can swim**. At the end of the activity children have to look for pictures in magazines and use them as backgrounds on which to stick Mr Man performing the different actions (e.g. a picture of the sea and Mr Man swimming; a picture of a stadium and Mr Man playing football).
- [**Worksheet B-12**]. **Bodies in art**. Bring in a selection of pieces of work by famous artists; analyse and discuss with the children how the artists represent the human body. Ask the children to look at the pictures by Modigliani, Botero, Giacometti, and Degas on **Worksheet B-12**, read the sentences, and circle the words that match the pictures.

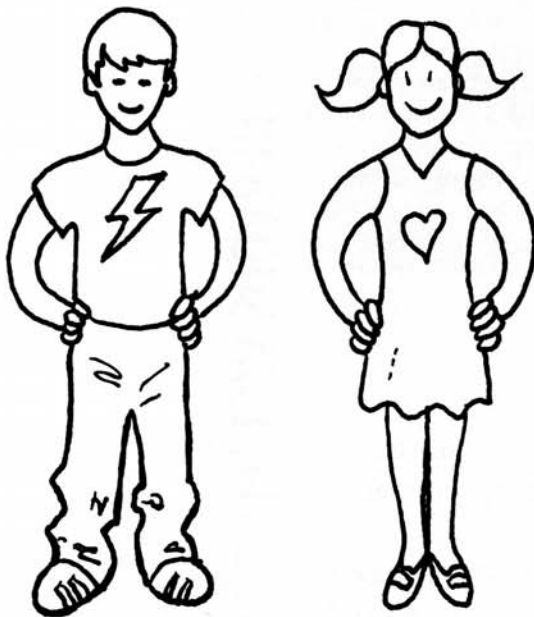
### 5. ASSESSMENT

- Progress indicators: **Worksheets B-8/B-10**
- Informal evaluation: Any notes made on the observation sheet (Appendix 1).
- Skills children should have acquired (these can be recorded on the children's ability record, Appendix 2).
  - **Content skills:** the child can identify and name the various parts of the body; knows how some organs and internal systems work; can find information in a simple text in English.
  - **Language skills:** the child can locate and name different parts of the body; can describe some characteristics of the organs and internal systems of the human body; can describe a picture or a portrait of the human body; can solve simple mathematical problems.
- Self evaluation: Appendix 3. The following statements can be written into the 'I CAN' column (adapt as appropriate):
  - I can name and talk about some internal organs and body systems and their functions.
  - I can describe the human body in English.



**B-1** WORKSHEET

# My incredible body



SKIN COVERS AND PROTECTS MY BODY

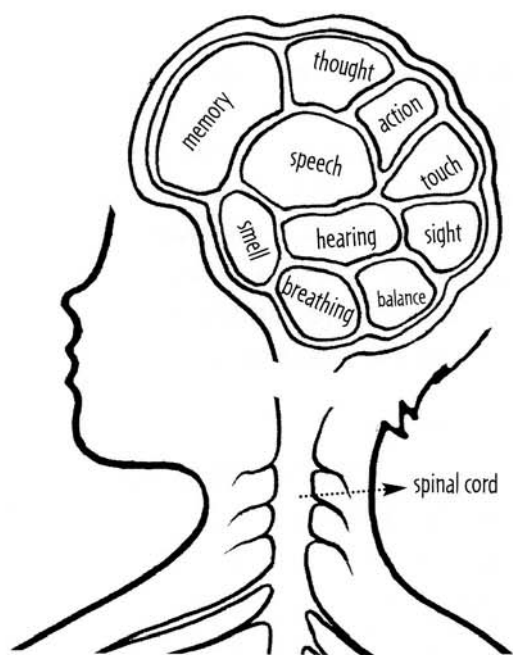




## B-2 WORKSHEET

### THE BRAIN IS MY BODY'S CONTROL CENTRE

My brain can think and remember.



#### DID YOU KNOW?

- The left part of the brain is good at language and maths!
- The right part is good at art and music!
- Your brain works when you sleep so you can breathe and digest and your heart can beat.

### NERVOUS SYSTEM

My brain is linked to the rest of the body by **nerves**.

My body sends messages to my brain and my brain tells my body what to do. Messages travel down my spinal cord to the nerves.

Colour the parts of the brain with different colours.




**B-3** WORKSHEET

**THE SKELETON GIVES MY BODY SHAPE**

The skeleton holds up my body and protects important organs.

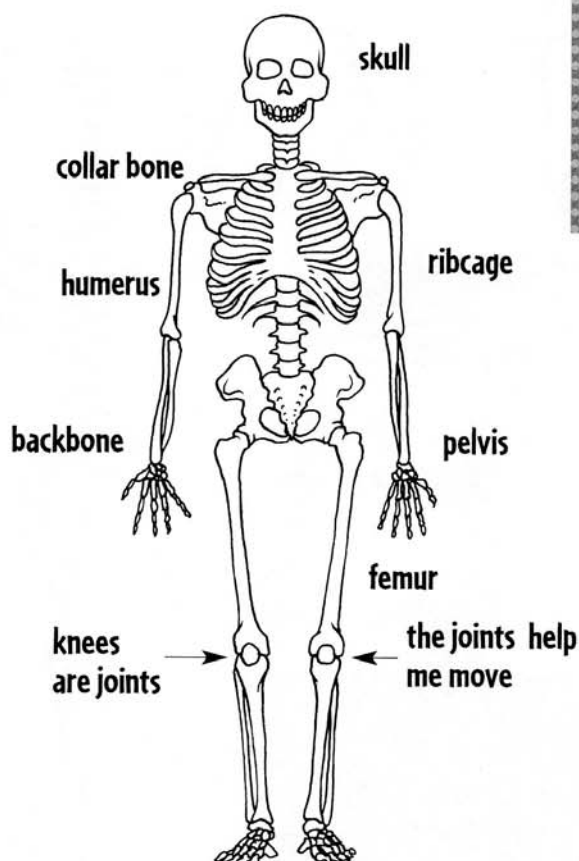
The **skull** protects the brain.

The **backbone** protects the spinal cord.

The **ribcage** protects my heart and lungs.

**DID YOU KNOW?**

- Your skeleton has about 206 bones!
- You have 27 bones in each hand.
- The biggest bone is your femur.
- The smallest bone is in your ear.


**SKELETAL SYSTEM**

Match the names to the bones.



## B-4 WORKSHEET

### MUSCLES MAKE ME MOVE

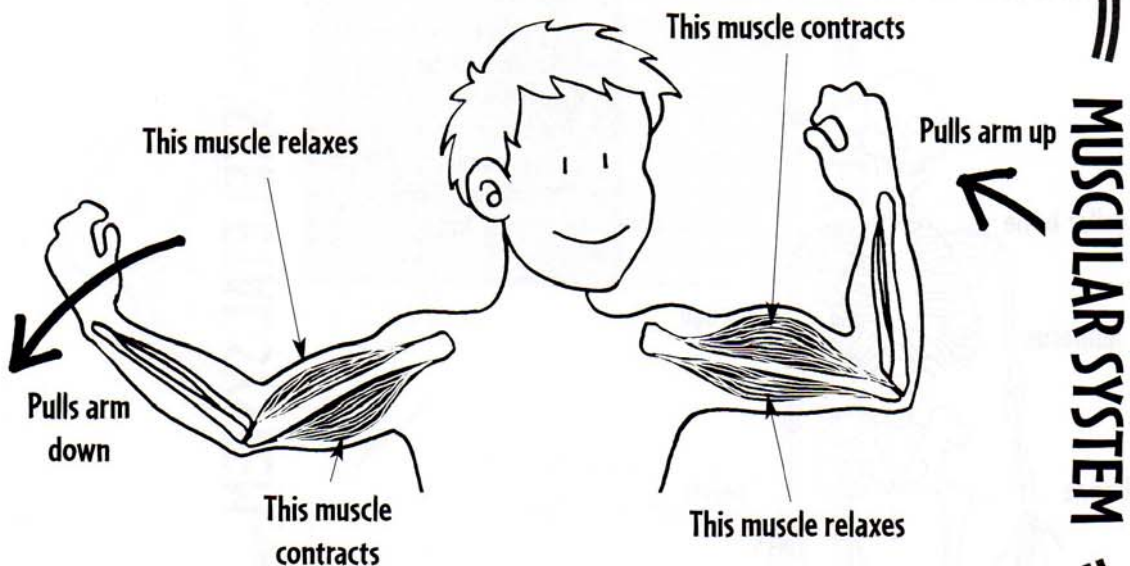
Muscles are under my skin.

Muscles are attached to my bones by **tendons**.

When I want to move, my brain sends a message to my muscles.

**Muscles work in pairs:**

one muscle gets shorter (contracts) and pulls the bone, the other muscle gets longer and relaxes.



Some muscles work **automatically**: chest muscles to breathe and stomach muscles to digest food.

#### DID YOU KNOW?

- There are about 620 muscles in your body!
- When you smile you move about 30 small muscles in your face.
- When you walk you use about 200 muscles for every single step.

Colour the muscles.




**B-5** WORKSHEET

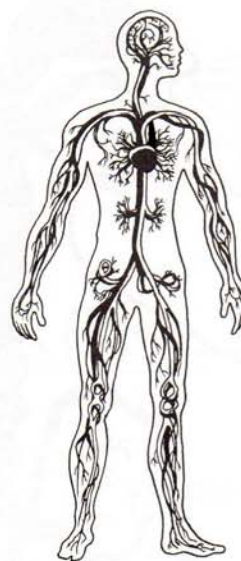
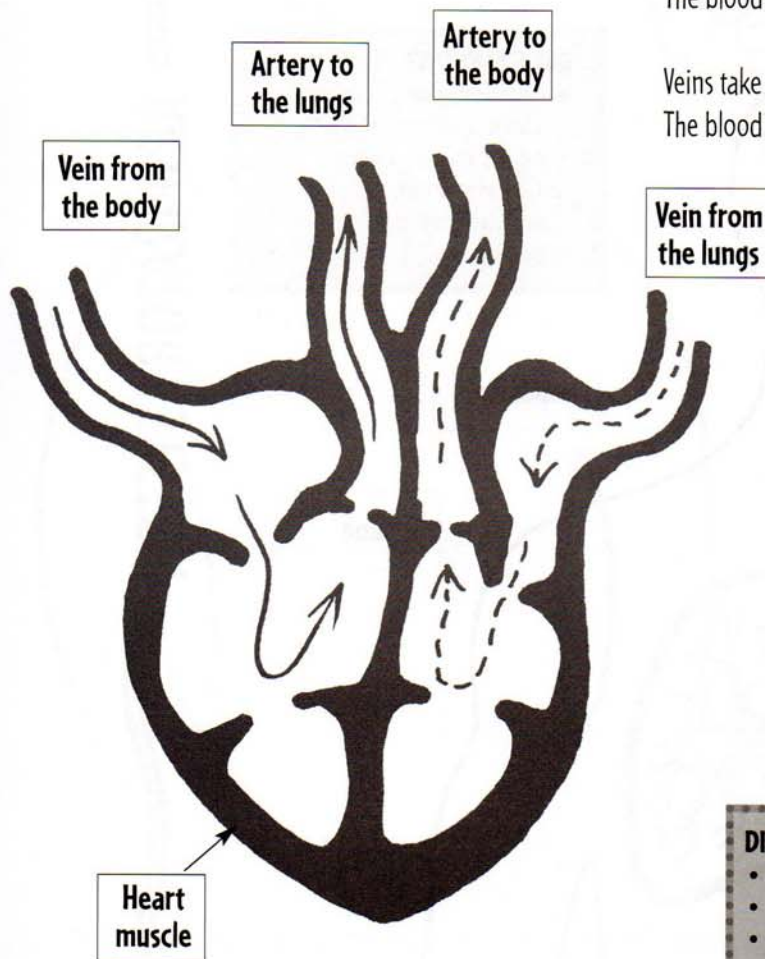
**BLOOD AND HEART MAKE UP THE CIRCULATORY SYSTEM**

Blood moves oxygen and nutrients around the body and collects waste (carbon dioxide).

The heart is a muscle.  
It pumps the blood around the body.

Arteries take the blood away from the heart to the body.  
The blood in arteries is bright red and full of oxygen.

Veins take the blood back to the heart.  
The blood is purplish red and there is no oxygen in it.


**CIRCULATORY SYSTEM**
**DID YOU KNOW?**

- A seven-year-old has 3 litres of blood.
- An adult has about 5 litres of blood.
- A child's heart beats about 100 times a minute.
- An adult's heart beats about 70 times a minute.

Colour the heart and the arteries red. Colour the veins purple.



**B-6** WORKSHEET

**I CAN BREATHE WITH MY LUNGS**

The lungs are big air sacs.

Lungs take in oxygen from the air into the blood and remove carbon dioxide.  
This happens every time I breathe in and out.

When I exercise I breathe faster because my muscles need more oxygen.

nasal cavity

mouth

**DID YOU KNOW?**

- An adult's lungs can hold about five litres of air.
- Adults usually breathe 18 times a minute and more than 25,000 times a day.

windpipe

lung

**RESPIRATORY SYSTEM**

Match the names to the parts of the respiratory system.

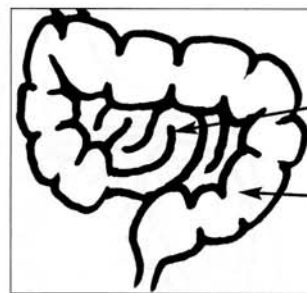
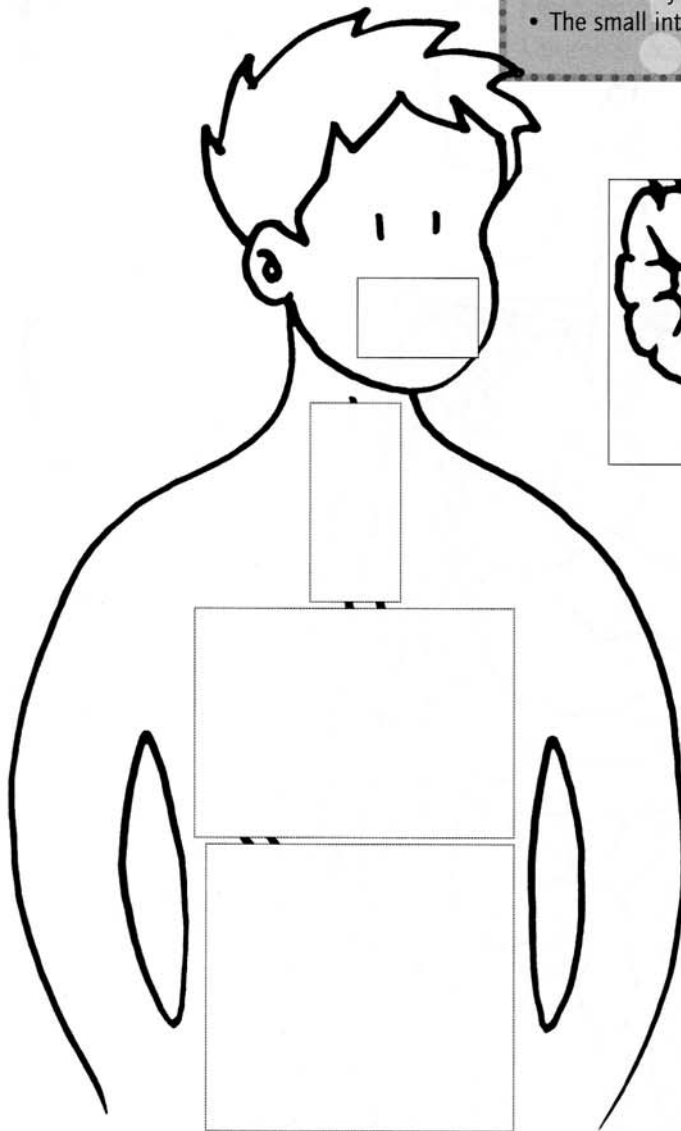



**B-7** WORKSHEET

Put the parts of the digestive system in the correct place. Then fill in the gaps in the sentences.

**WHERE DOES FOOD GO?**
**DID YOU KNOW?**

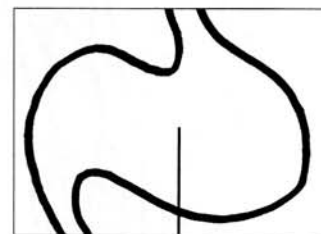
- The whole process of digestion lasts about 18 hours.
- Food usually stays in the stomach for about three hours.
- The small intestine is five metres long.



small intestine

large intestine

mouth



stomach



oesophagus

**DIGESTIVE SYSTEM**

My teeth break the food into small pieces. The food is mixed with saliva in my .....

The food goes down a tube called the oesophagus into my .....

My ..... muscles mix the food with special juices to make it very soft.

The food goes from my ..... into my .....

Nutrients in the food pass from the ..... into my blood. The blood carries the nutrients to every part of my body.

Food that can't be digested comes out of my body when I go to the toilet.

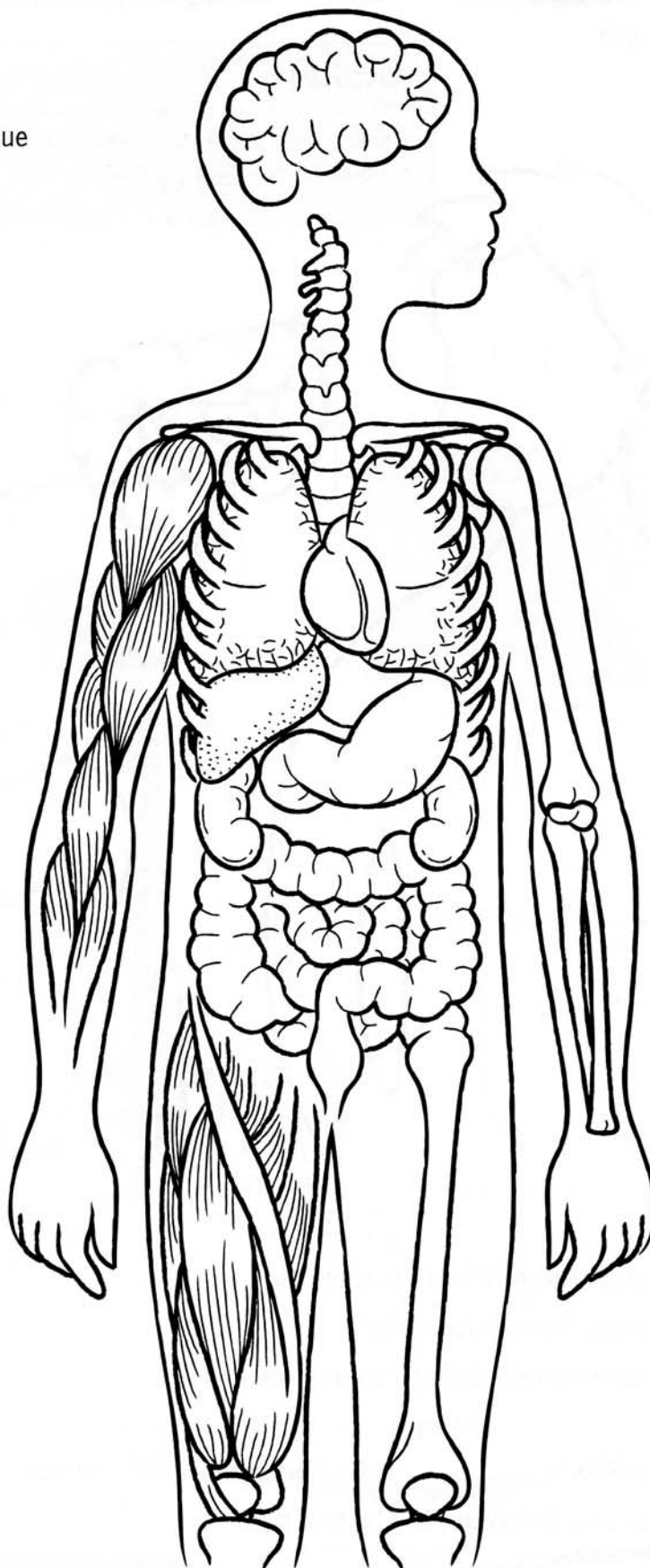


**B-8** WORKSHEET

# Look at my body!

Colour the picture:


- skeleton ➡ grey
- muscles ➡ pink
- lungs ➡ light blue
- heart ➡ red
- liver ➡ purple
- intestines ➡ green
- brain ➡ brown
- kidneys ➡ orange
- stomach ➡ yellow

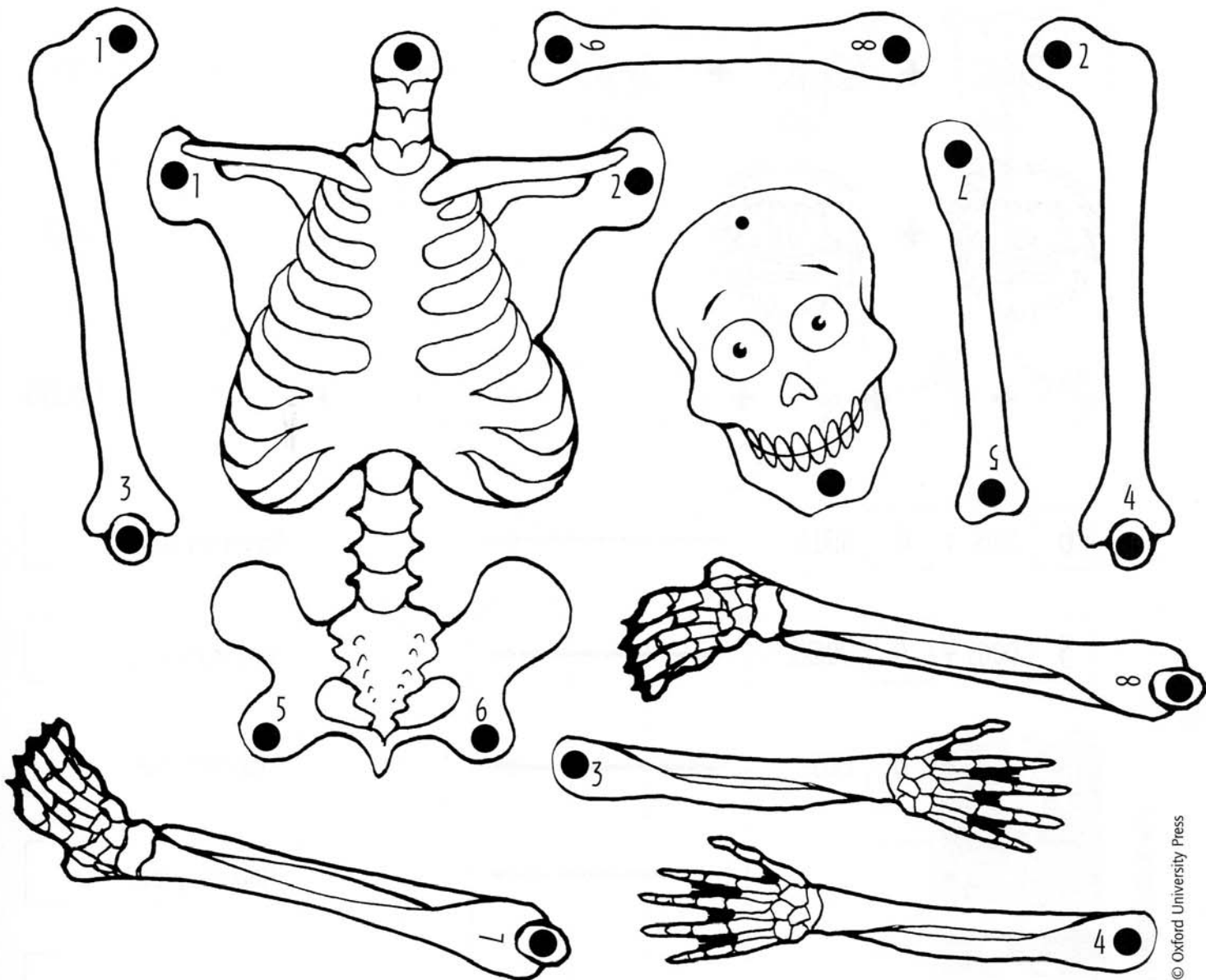
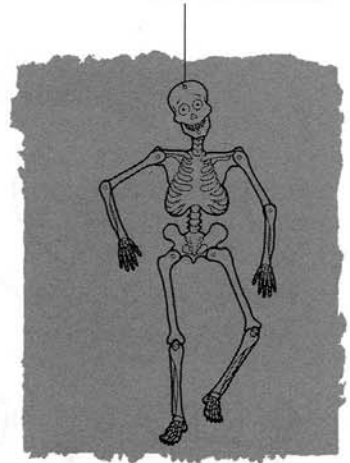


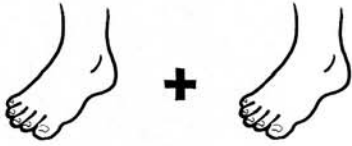



**B-9** WORKSHEET

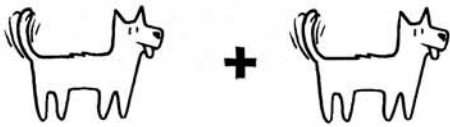
# Mr Skeleton

1. Glue the skeleton parts onto cardboard.
2. Cut out the bones.
3. Punch holes on the circle marks.
4. Connect the bones using brass paper fasteners. 
5. Attach a short piece of string to your skeleton's skull.

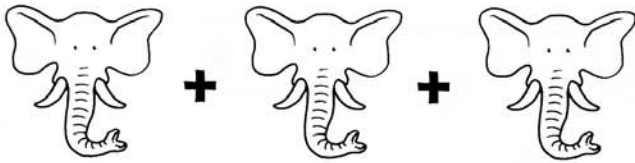


**B-10** WORKSHEET**Funny maths**

$$\boxed{5} + \boxed{\phantom{0}} = \boxed{\phantom{0}} \text{ TOES}$$



$$\boxed{\phantom{0}} + \boxed{4} = \boxed{\phantom{0}} \text{ LEGS}$$



$$\boxed{\phantom{0}} + \boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}} \text{ EARS}$$



$$\boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}} \text{ NOSES}$$



$$\boxed{\phantom{0}} + \boxed{\phantom{0}} + \boxed{\phantom{0}} + \boxed{\phantom{0}} = \boxed{\phantom{0}} \text{ FINGERS}$$

$$\boxed{6} \text{ BOYS} + \boxed{4} \text{ GIRLS.} \longrightarrow$$

How many arms? 

$$\boxed{3} \text{ DOGS} + \boxed{4} \text{ DUCKS.} \longrightarrow$$

How many legs? 

$$\boxed{\phantom{0}} \dots\dots\dots + \boxed{6} \text{ CATS.} \longrightarrow$$

How many eyes? 

$$\boxed{\phantom{0}} \dots\dots\dots + \boxed{\phantom{0}} \dots\dots\dots \longrightarrow$$

How many feet? 

$$\boxed{\phantom{0}} \dots\dots\dots + \boxed{\phantom{0}} \dots\dots\dots \longrightarrow$$

How many .....? 

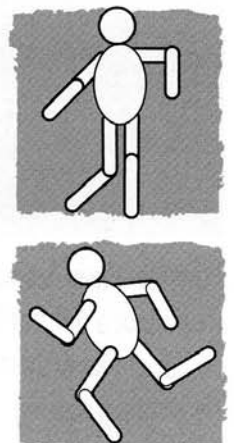
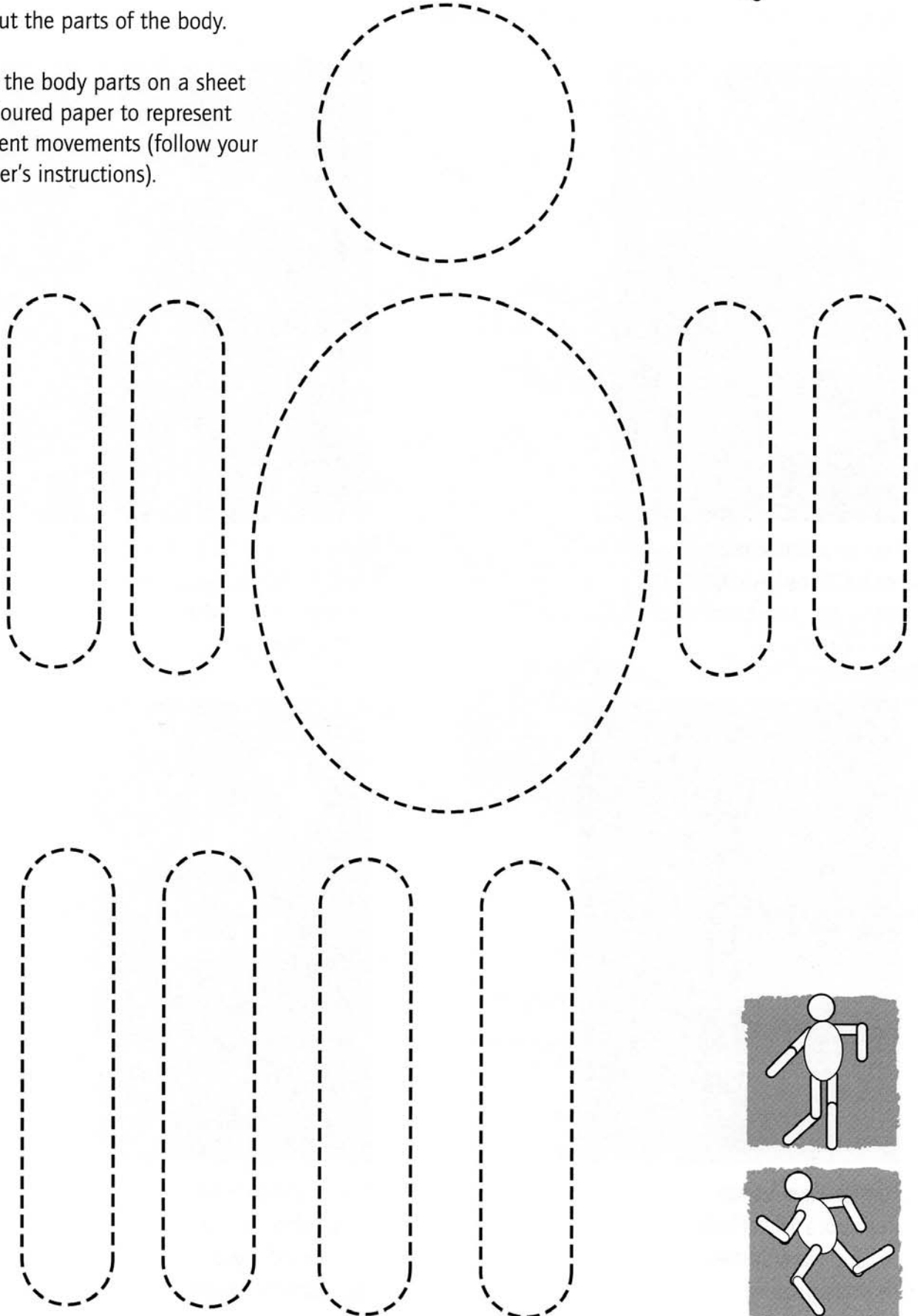
Let's count.



**B-11** WORKSHEET

# I can move in different ways

1. Cut out the parts of the body.
2. Place the body parts on a sheet of coloured paper to represent different movements (follow your teacher's instructions).





**B-12** WORKSHEET

# Bodies in art

Read and circle the right words in each sentence.



Ritratto di Jean Hébuterne, A. Modigliani, 1919.

I can see a **man/woman**.  
She has got **curly/straight** hair.  
She has got a **long/short** nose.  
She is **fat/thin**.



Famiglia colombiana, F. Botero, 1999.

I can see a family **in a park/in a house**.  
The girl has got **big/small** eyes.  
The mother has got **short/long** hair.  
They are **thin/fat**.



Walking man, A. Giacometti, 1960.

I can see a **man/woman**.  
He has got a **thin/fat** body.  
He has got **long/short** legs.  
He is **sitting/walking**.

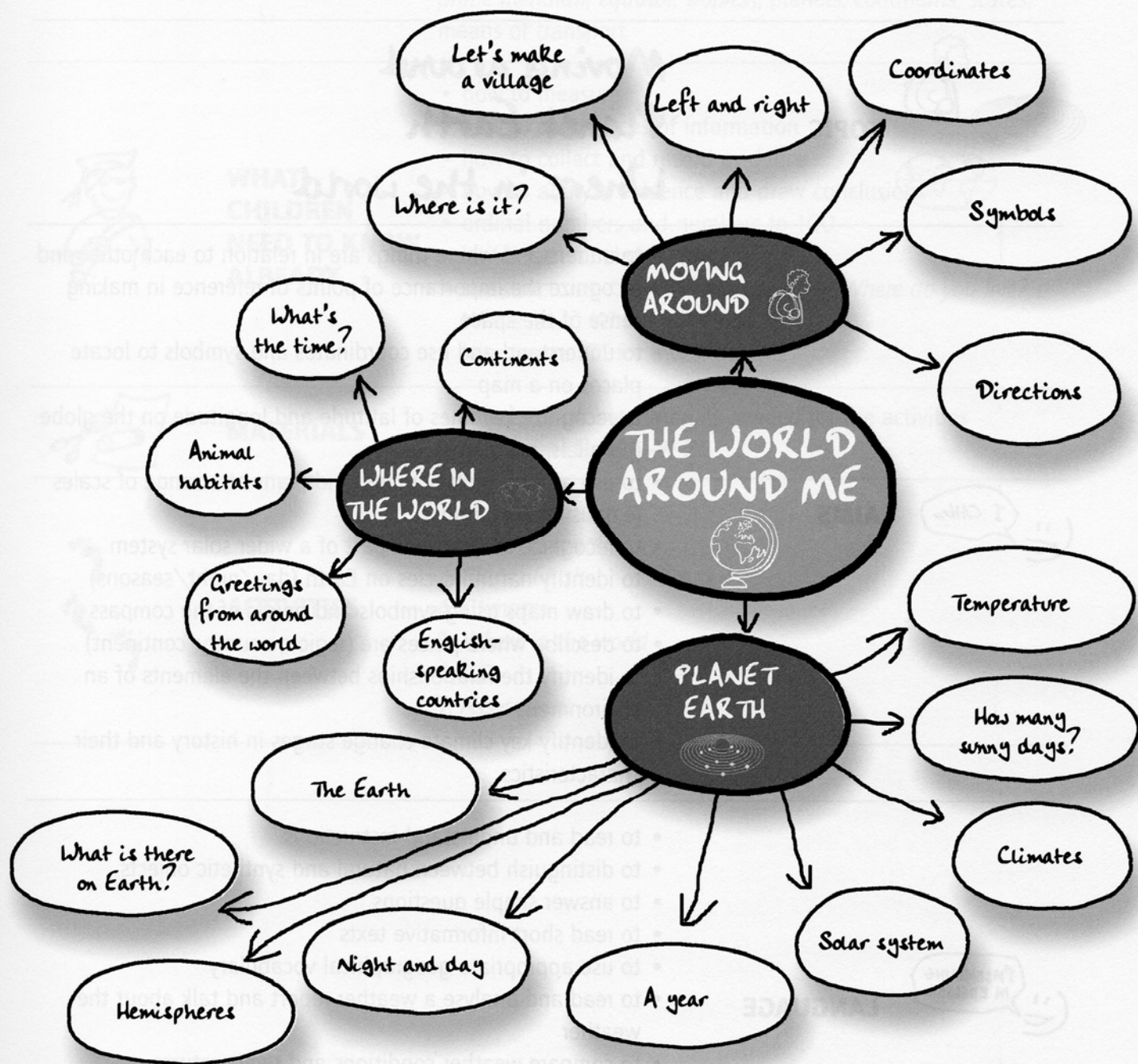


Ballerina di quattordici anni, E. Degas, 1880.

I can see a **man/woman**.  
I **can/can't** see her eyes.  
She looks **old/young**.  
She is **dancing/standing**.



# THE WORLD AROUND ME





**CONTENT AREA**

# THE WORLD AROUND ME

**TOPIC**

## Moving around Planet Earth Where in the world

**AIMS**

- to understand where things are in relation to each other and recognize the importance of points of reference in making sense of the space
- to understand and use coordinates and symbols to locate places on a map
- to recognize key lines of latitude and longitude on the globe (parallels, meridians)
- to use atlases, globes, maps, and plans at a range of scales (e.g. using keys, grids)
- to recognize the Earth as part of a wider solar system
- to identify natural cycles on Earth (day/night/seasons)
- to draw maps using symbols and points of the compass
- to describe where places are (region, country, continent)
- to identify the relationships between the elements of an environment
- to identify key climate change stages in history and their characteristics

**LANGUAGE**

- to read and understand instructions
- to distinguish between natural and synthetic objects
- to answer simple questions
- to read short informative texts
- to use appropriate geographical vocabulary
- to read and analyse a weather report and talk about the weather
- to compare weather conditions and temperatures
- to describe location by using coordinates and points of the compass
- to describe some physical and political features of continents and countries (environments, climate, states, capitals, borders)





BLAH  
BLAH  
BLAH

## VOCABULARY AND STRUCTURES

Use words and phrases relating to: relative positions (*in front of, behind, near*); directions (*left, right, North, South, West, East*); buildings (*cinema, church, museum, bookshop, etc.*); environments (*hill, sea, mountain range, river, lake, desert, grassland, etc.*); geographical coordinates (*parallels, meridians, prime meridian, equator, tropics*); planets; continents; states; means of transport



## WHAT CHILDREN NEED TO KNOW ALREADY

- how to measure
- how to use sources of information
- how to collect and record evidence
- how to analyse evidence and draw conclusions
- ordinal numbers and numbers to 100
- buildings and shops; right/left
- the structures: *I can; What's the time? Where do you live? Where is ...?; What's ...? It has got ...*
- how to use ICT for investigations



## MATERIALS

- Atlases; a globe; materials needed for the activities
- **Worksheets W-1-W-26**



## ACTIVITIES

1. *Moving around*
2. *Follow a route*
3. *Planet Earth*
4. *Climates*
5. *Where in the world*
6. *ICT*
7. *Assessment*



**Geography is a vast subject, and the range of topics included in the following pages does not claim to represent every aspect of it. The aim is to suggest some practical activities which develop a variety of skills and that teachers can integrate with their geography teaching plans. Activities can be used as support and reinforcement for concepts and skills that have already been acquired by the children. Each topic is organized as a module made up of a range of activities intended to develop certain geographical skills; the teacher can either use all the activities or just choose those that best suit the needs of the class.**

## 1. MOVING AROUND

Time: 6 hour module

Materials: boxes of different sizes, a hoop, **Worksheet W-1**

### 1.1 WHERE IS IT?

- Organize a wide range of activities (games in the gym, treasure hunts, route plans) to develop and reinforce the concept of spatial relationships and location (on, under, near, in, in front of, behind, between, on the left, on the right, etc.).
- Bring in boxes of different sizes. Explain to the children that they have to use them to build a model of the classroom inside a big box. They have to identify where windows and doors are, place the pieces of furniture in the right place, and describe the model: **Where's the teacher's desk? It's in front of the children's desks. How many desks are there? There are 24 desks. My desk is next to ...; the board is between the ... and the ...;** etc.
- Put the model of the classroom on the floor and get the children to look at it from different viewpoints (from above, from the left, etc.). Help the children to understand that a map or a plan is a representation of an area seen from above: **A plan is a picture of what you see when you look down on something.** Tell them to draw a plan of their classroom by looking at the model from above.

### 1.2 LET'S MAKE A VILLAGE

Explain that the children are going to make a model of the district where the school is or of an imaginary village, using boxes of different sizes. Tell the children to colour each box and turn it into a building (for example, post office, school, bank, etc.). Ask questions about the building each child has made (**What is it? What colour is it? Who lives in the house?**) and get them to agree how to locate the buildings to make a village. Help the children to describe the village: **Where's the post office? It's in front of/between/ etc.; What colour is the bank? It's yellow. Is it near the school? Yes, it is; No, it isn't!**

### 1.3 LEFT AND RIGHT

- G A** a) Get the children to play the **Knives and forks** game.
- M E**
- Split the class into three groups (knives, forks, and spoons).
  - Place a hoop (the plate) in the middle of the gym, or any other empty room, and ask each group to stand by it.
  - Show the children how to mime the cutlery (fork = arms raised and apart; knife = one arm raised and the other one down beside the body; spoon = arms raised and hands clasped making a circle).





- Help the children to identify the right and left sides of the room in relation to their position and to the hoop on the floor in front of them. You could stick a red label on the right side of the room and a blue label on the left side.
  - Explain to the children that they have to follow your instructions: ***Knives run to the right, forks run to the left, spoons run to the right.*** When you say: ***Set the table***, everyone has to run back to the hoop and stand in the right position (knives and spoons on the right of the hoop, forks on the left of it).
- b) **Setting the table.** Ask the children ***What do you eat for breakfast?*** Set a table with breakfast food as shown on **Worksheet W-1**. Ask four children to sit around the table and pretend to be a family, each child playing a different role (mother, father, brother, sister). Divide the other children into groups of three or four and put each group behind one family member. Tell the children to observe and write down the food on the right and on the left of the family member to whom they have been assigned. At the end of the activity get the children to compare the descriptions and draw conclusions (the food on the right of a character is on the left of the one sitting next to him/her, and so on).
- c) **Left or right?** Give out copies of **Worksheet W-1** and tell the children to complete it. Check the exercise by asking: ***Who's on Robert's left? Who's on Robert's right? What's on Robert's left? What's on Robert's right?***

## 2. FOLLOW A ROUTE

Time: 3 hour module




Materials: **Worksheets W-2 to W-6**, digital camera, school objects

### 2.1 COORDINATES

- a) Use chalk to draw a simple grid on the floor with numbers across the bottom and letters of the alphabet vertically up the side. Place objects on the chart and help the children to read the coordinates: ***Where's the pen? It's in B2***, etc. You can ask some children to stand on different squares of the chart and ask the others to describe their position: ***Mary is standing in A8***. Alternatively, you could draw a grid on the board and draw objects on the grid.
- b) Give out copies of **Worksheet W-2** and ask the children to colour in the squares following the written instructions. At the end of the activity, if they have done it correctly, they should have a picture of a cottage and a tree.

### 2.2 SYMBOLS

The following activities are aimed at getting the children to use conventional signs on maps.

- a) Revise town vocabulary. Take the children for a walk in the neighbourhood and ask them to note down/draw buildings, trees, etc.
- Make a poster map of the area around the school. Take photographs and place them on the map.
  - Ask the children to draw symbols to represent the buildings and other features of the area.
  - Tell the children to draw symbols on cards:  = building;  = trees;  = church
  - Make a second map and ask the children to place the symbols on it instead of the photographs.
- b) Give out copies of **Worksheet W-3**. Explain to the children that they have to colour in only the symbols that represent buildings and services in the area near the school. Then they have to draw a map of the school area, using the symbols from the key and adding others if necessary.
- c) A tourist map. Divide the children into pairs or groups of three and give a copy of **Worksheet W-4** to each group; the children have to colour the symbols in the key and draw them where they like on the tourist map (each symbol may be used more than once).





### 2.3 DIRECTIONS

Show the children a compass and demonstrate how it works: **A compass helps you to find directions (North, South, East and West). Maps usually have the North at the top and South at the bottom.**

- Give out copies of **Worksheet W-5** and ask the children to complete the map.
- Magic broom hunt. Give out copies of **Worksheet W-6** and explain the instructions. Organize a speed game: the winner is the first child to find the magic broom by following the right route on the map.  
Solution: The magic broom is in the Bear's Cave.

## 3. PLANET EARTH



Time: 6 hour module

Materials: a globe, physical and political maps of the world, an orange, **Worksheets W-7 to W-14**

### 3.1 THE EARTH

Show the children a globe and a physical map of the world and ask them to compare the ways in which the Earth is represented on each of them (draw their attention to how the sea, the land, lakes, rivers, and forests are represented). Tell them to colour the land brown and the sea blue on **Worksheet W-7**.

### 3.2 WHAT IS THERE ON EARTH?

Show pictures and ask the children what kind of environments they know: forest, grassland, desert, hills, countryside, rivers, mountains, sea, islands, etc. Write the names of the environments on strips of paper and put them in a bag. Divide the class into groups; ask each group to pick a strip out of the bag, read the name of the environment, and agree on a technique to make a display (e.g. collage, pastels, watercolours, images made with a Drawing programme, etc.). Each group has to write a short description below their picture, and describe it to the other groups. Then, tell the children to match the names with the environment pictures on **Worksheet W-8**.

### 3.3 HEMISPHERES

Use a globe to explain to the children that **the Earth is a sphere (a round ball) and imaginary lines go around it. The equator is the biggest circle and it's the same distance from the North Pole and the South Pole** (ask the children to identify and point to the equator, North Pole, and South Pole on the globe). **The equator divides the Earth in half: the top half is the northern hemisphere and the bottom half is the southern hemisphere** (ask the children to point these out on the globe). **'Parallels' are the 90 circles north and 90 circles south of the equator. Meridians are circles that divide the Earth from north to south** (get children to identify parallels and meridians on the globe and on a physical map).

- Hemispheres.** Give out copies of **Worksheet W-9** and ask the children to colour in the two hemispheres according to the instructions.
- Parallels and meridians.** Children have to write the appropriate names of the parallels, meridians, and Poles next to the corresponding numbers on **Worksheet W-10** (note that the 0° meridian through Greenwich is also known as the prime meridian). Give any help necessary.
- Latitude and longitude.** Give a copy of **Worksheet W-11** to each child and ask them to colour it in according to the instructions. Give any help necessary.

### 3.4 NIGHT AND DAY

- Using a globe explain to the children that **an axis is an imaginary line drawn through the centre of the Earth from the North Pole to the South Pole. The Earth takes 24 hours to**





**spin on its own axis. When our side is facing the sun, it is daytime. When it is facing away from the sun it's night-time.** Demonstrate by getting a child to hold an orange to represent the sun, then turn the globe slowly to mimic night and day. You could also organize some experiments with the science teacher in order to make the concept of the Earth spinning round its axis clear to children. Here is the procedure for making a sundial to record the position of the shadow during the day:

1. Push a long stick into the ground.
2. Every hour put a stone at the end of the shadow.
3. Get the children to make predictions about the results of the experiment (i.e. the length, direction, and position of the shadow).
4. Verify predictions.
5. At what time is the shadow longest?

**The length and the position of shadows change. Shadows are long in the morning and evening because the sun is low in the sky. Shadows are short at midday because the sun is high in the sky. The sun doesn't move. It's the Earth that moves!**

- b) Give a copy of **Worksheet W-12** to each child; tell the children to look at the picture and read the information given. Then, according to their language level, they have to draw or write some activities that can be carried out during the day and others that can be carried out at night.

### 3.5 A YEAR

- a) Say **The Earth takes a year to go round the sun. How many seasons are there in a year? What are their names? Are the nights longer in winter or in summer? Do you know what causes the seasons?**
- b) Collect children's answers, tell them to look at the picture on **Worksheet W-13**, and organize some experiments with the science teacher in order to make the concepts clear: **It takes 365 days for the Earth to orbit (go round) the sun. As the Earth orbits the sun and rotates around its axis at an angle of 23°, the seasons change. The seasons change according to the Earth's distance from the sun.**
- c) Tell the children to read the descriptions of the four seasons on **Worksheet W-13**, write the name of each season in the appropriate box, and illustrate each season.

### 3.6 SOLAR SYSTEM

**Preparation:** revise ordinal numbers.

- a) Divide the class into eight groups and give each group the name of a planet. Each group has to prepare a fact-file related to the assigned planet by searching, on the Internet or in science books, for a picture of their planet and some information about it (e.g. dimensions, temperature, and distance from the sun). At the end of the activity, each group has to speak about its planet to the others.
- b) Give out copies of **Worksheet W-14** and explain to the children that they have to number the planets from the nearest to the furthest from the sun (1. Mercury; 2. Venus; 3. Earth; 4. Mars; 5. Jupiter; 6. Saturn; 7. Uranus; 8. Neptune). They may be able to answer the questions from their previous research but if not then they will have to look for information in resource books or on the Internet to identify the features of some of the planets and be able to write their names in the appropriate spaces.  
(Solutions: a. Mercury is the hottest planet; b. Venus is the second planet from the sun; c. Jupiter is the biggest planet; d. Mars is called the red planet.)





## 4. CLIMATES

**Time:** These activities require observations over a period of time.

**Materials:** **Worksheets W-15 to W-17**, thermometers, Internet, newspapers

### 4.1 CLIMATES

Explain to the children that the temperature of any place on Earth depends on its distance from the equator. Ask the children to read the definitions on **Worksheet W-15**, identify which type of climate they refer to, and fill in the gaps using the word bank.

**Continental climates have warm summers and very cold winters; Mediterranean climates are hot and dry in summer, rainy in winter; desert climates are very hot and dry; tropical climates are hot all year around and they have only two seasons: a dry season and a wet season; equatorial climates have only one season: hot and wet; polar climates are cold all year around – they have a long cold winter and a short summer. The coldest places on Earth are the areas within the Arctic and Antarctic circles.**

### 4.2 HOW MANY SUNNY DAYS?

Ask the children to keep a record of the weather over a month by using **Worksheet W-16**. Go through the weather symbols with them. Each day, children have to colour in the square corresponding to the weather. At the end of the month ask the children to analyse the data: **How many sunny days? How many rainy days?** etc.

### 4.3 TEMPERATURE

- Plan activities with the geography teacher to get the children to find out how a thermometer works. Ask the children: **What do we use thermometers for? We use a thermometer to tell us how hot or cold something is. We can use thermometers to measure the air temperature.**
- Tell the children to place thermometers in different parts of the school (indoors, outdoors, in the shade, in the sun). At a fixed time of day they have to read, record, and compare the temperatures recorded by the various thermometers.
- Explain to the children that they have to record the outside temperature over a period of time and observe the variation of the temperature in relation to the weather conditions and to the season (e.g. record the temperature the first week of each month, or for a whole month). The children can use the chart on **Worksheet W-17** for a monthly record of the temperature and weather conditions (you can ask the children to fill in the Worksheet for homework).
- Another interesting activity is to get the children to compare the temperature in different parts of the world. They have to record the temperature of selected cities for a certain number of days in different seasons by collecting information from newspapers, the Internet, or television. At the end of the experiment, children can read and interpret the data they have collected: **the highest summer temperature was in ...; the lowest winter temperature was in ...;** etc. (See example on the next page.)

## 5. WHERE IN THE WORLD

**Time:** 6 hour module

**Materials:** globe, **Worksheets W-18 to W-23**, copies of a political map of the world

### 5.1 CONTINENTS

- Show the children a globe and ask them to point to the continents on it: **How many continents are there? Do you know their names? Can you point to them on the globe?** Give out





CITY	Country	AUTUMN						WINTER						SPRING						SUMMER					
		Month: October days:						Month: ..... days:						Month: ..... days:						Month: ..... days:					
		10	11	12	13	14	15																		
My town .....	.....																								
Madrid	Spain	20°																							
Nairobi .....																									
Ottawa .....																									
Sydney .....																									
.....																									

copies of **Worksheet W-18**; tell the children to colour in the key, write the names of the continents on the map, and colour them according to the colours in the key.

- Organize a game to get the children to locate some countries and their capitals. Divide the class into two or three teams. Hang two or three copies of a world map on the wall or on the board. Give a crayon to each team. Say the name of a country (e.g. Brazil): a child from each group has to run to a world map and colour the right country (the group can help them locate it). The first team to colour the right country gets a point. The team that collects the highest number of points by the end of the game is the winner.
- Get the children to look for interesting information on the Internet about physical features: the longest river in the world; the highest mountain; the biggest ocean; the highest waterfall, etc.

## 5.2 WHAT'S THE TIME?

Give out copies of **Worksheet W-19** and explain to the children that the Earth is divided into 24 different time zones and that it is possible to establish the time in each country in the world starting from the Greenwich 0° meridian. When travelling towards the east you must add one hour to your clock for each time zone; when travelling towards the west you must subtract one hour for each time zone. Ask the children to look at the map on the Worksheet and answer the questions.

## 5.3 ANIMAL HABITATS

- Check the children's knowledge about animals and their habitats. Ask them to cut out pictures of animals from magazines or print Clipart from any software. Explain to the children that they have to classify the animals according to the places where they live and then glue them on big posters: ***These animals live in hot places/These animals live in cold places.***
- Animal habitats.** Give out copies of **Worksheet W-20** and ask the children to colour the pictures and circle the odd animal out for each habitat.
- On land, in water, or in the air?**
  - Divide the class into groups of four. Pre-teach some vocabulary if necessary (yes, it does/no, it doesn't; it's got wings, a tail, fins, scales, etc.). Tell each group to think of an animal that lives



on land, in water, or in the air. The other groups have to guess what animal it is by asking questions in turn: **Does it live in hot places? Does it live on land? Has it got a tail? Has it got four legs? Has it got wings?** Answers can only be affirmative or negative (**Yes, it does; No, it doesn't; Yes, it has; No, it hasn't**).

- Give out copies of **Worksheet W-21**. Ask the children where the animals live: **Where does a dolphin live? On land, in the water, or in the air?** Explain to the children that they have to cut out the animals at the bottom of the Worksheet and stick them in the right habitat.

## 5.4 GREETINGS FROM AROUND THE WORLD

- Revise/teach names of some countries from different continents (e.g. Great Britain, France, Latvia, Italy, Russia, India, Japan, Mexico, Canada, USA, etc.). Divide the children into groups, say the names of some countries, one at a time, and ask the children to identify them on a big world map. The first team to correctly locate the country gets a point. The team that has the highest number of points at the end of the game is the winner.
- Postcards from ...** Ask the children to bring in some postcards, identify the places they come from in an atlas, stick the postcards on a poster, and write next to each of them as much information as they can find about the location: city, country, continent, flag, etc. (As an alternative to postcards you could download pictures from the Internet.)
- Weather report.** Explain to the children that they have to read the weather forecast on **Worksheet W-22**, locate the countries on the blank map, and draw the appropriate weather symbol on them.
- What's the capital city of ...?** Divide the children into groups of three or four and give a copy of **Worksheet W-23** and an atlas to each group. The children have to search for and write down the names of the capitals for each country and colour in their flags. You can list the English names of the capitals on the board (Paris, Rome, London, Berlin, Dublin, Valletta, Moscow, Istanbul, New Delhi, Beijing, Tokyo, Cape Town, Wellington, Ottawa, Canberra, Washington, Buenos Aires). At the end of the activity ask: **What's the capital city of ...? What colour is the flag of ...? What country is Wellington capital of?**
- Introduce vocabulary related to nationalities and get the children involved in a role-play. Make cards with some information on them: name, country, nationality, capital, address. Children pick up a card and interview each other: **Where are you from? What's your nationality? Where do you live? What's the capital city of ...? What's your address?**

## 5.5 ENGLISH-SPEAKING COUNTRIES

Give out a copy of **Worksheet W-24** to each child and distribute some atlases. Ask the children, in pairs, to identify and write the names of the English-speaking countries under their silhouettes, and check their answers on an atlas.

(Key: A – Australia; B – New Zealand; C – USA; D – Canada; E – Ireland; F – United Kingdom.)

## 6. Extension activity: ICT

Time: 3 hours

Show the children how to use the Excel programme to record data related to the weather and temperatures and make bar/pie charts. Get the children to record information by using tables.

Here are some examples:





a) Where in my part of the world? (places visited; region; when; who with, interesting experiences)

Places I visited	Region	When	Who	What

b) Where in the world? In groups, children have to choose a country and prepare a short description of it.

Country	Continent	Flag	Capital city	Cities	Rivers	Mountains	Neighbour countries	Typical Food	Things to see	How to go there ...

The materials produced could be inserted into children's Portfolios if they have them, along with a description form (Appendix 4).

## 7 ASSESSMENT

– Progress indicators: **Worksheets W-4/W-5/W-9/W-12/W-18/W-22**

**Worksheet W-25: How can you go to ...?** Ask the children to read and colour the best means of transport to use to reach the places given.

– Informal evaluation – notes made on children's comprehension, interaction, and production during the activities (Appendix 1).

– Skills children should have acquired (these can be recorded in the children's ability record, Appendix 2).

- **Content skills:** the child can describe the location of objects; can locate positions on a map by using coordinates; can recognize key lines of latitude and longitude (parallels and meridians); can use atlases, globes, maps, and plans; can draw maps using symbols and points of the compass; can speak about the solar system; can describe where places are (in which region, country, continent); can identify the relationships between the elements of an environment.

- **Language skills:** the child can read and understand instructions; can answer simple questions; can read short informative texts; can use appropriate geographical vocabulary; can read and analyse a weather report; can compare weather conditions and temperatures; can describe location by using coordinates and points of the compass; can describe some physical and political features (environments, climate, states, capitals, borders) of continents and countries.

– Self evaluation: Appendix 3. The following statements can be written into the 'I CAN' column (adapt as appropriate):

I can describe the location of objects and places.

I can find positions on a map using coordinates.

I can recognize key lines of latitude and longitude.

I can use atlases, a globe, and maps.

I can draw maps and use symbols.

I can talk about the solar system.

I can use geographical vocabulary and describe some physical and political features of places.

I can analyse a weather report and compare weather conditions and temperatures.



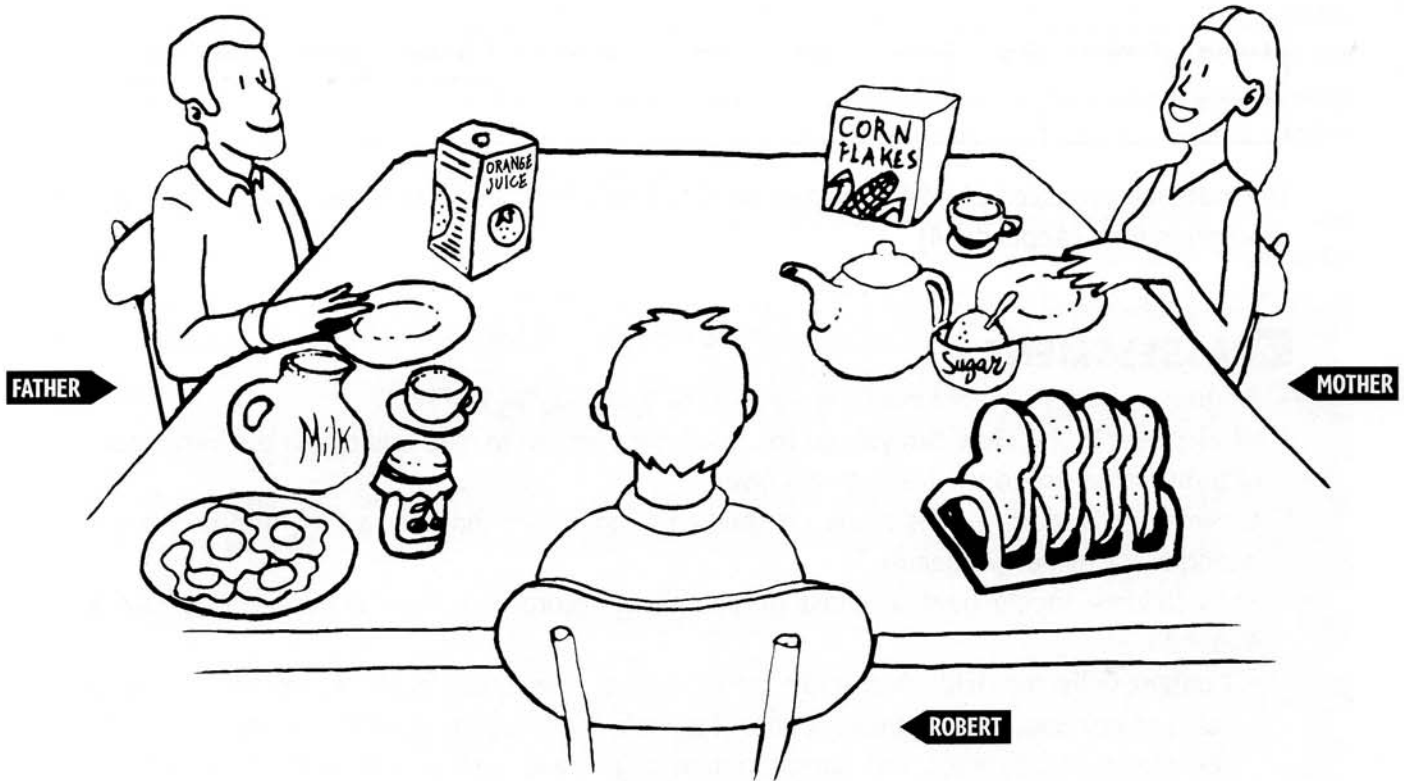


**W-1** WORKSHEET

# Left or right?

Who's on Robert's left? .....

Who's on Robert's right? .....



Write a list or draw pictures.

## WHAT'S ON ...

ROBERT'S LEFT	ROBERT'S RIGHT




**W-2** WORKSHEET

# Coordinates

Read and colour the squares.

10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
	A	B	C	D	E	F	G	H

**GREEN:** A6 - A7 - A8 - A9 - A10 - B6 - B7 - B8 - B9 - B10 - C6 - C7 - C8 - C9 - C10

**BROWN:** B1 - B2 - B3 - B4 - B5

**RED:** D6 - E6 - F6 - G6 - H6

**YELLOW:** D5 - E5 - F5 - G5 - H5 - D4 - F4 - H4 - D3 - E3 - F3 - G3 - H3 - D2 - E2 - G2  
H2 - D1 - E1 - G1 - H1

**BLACK:** F1 - F2

**BLUE:** E4 - G4


**W-3** WORKSHEET

# My school area

Colour the symbols of the places that are in your school area.



church



post office



supermarket



chemist



bakery



book shop



telephone  
box



post box



bus stop



play area



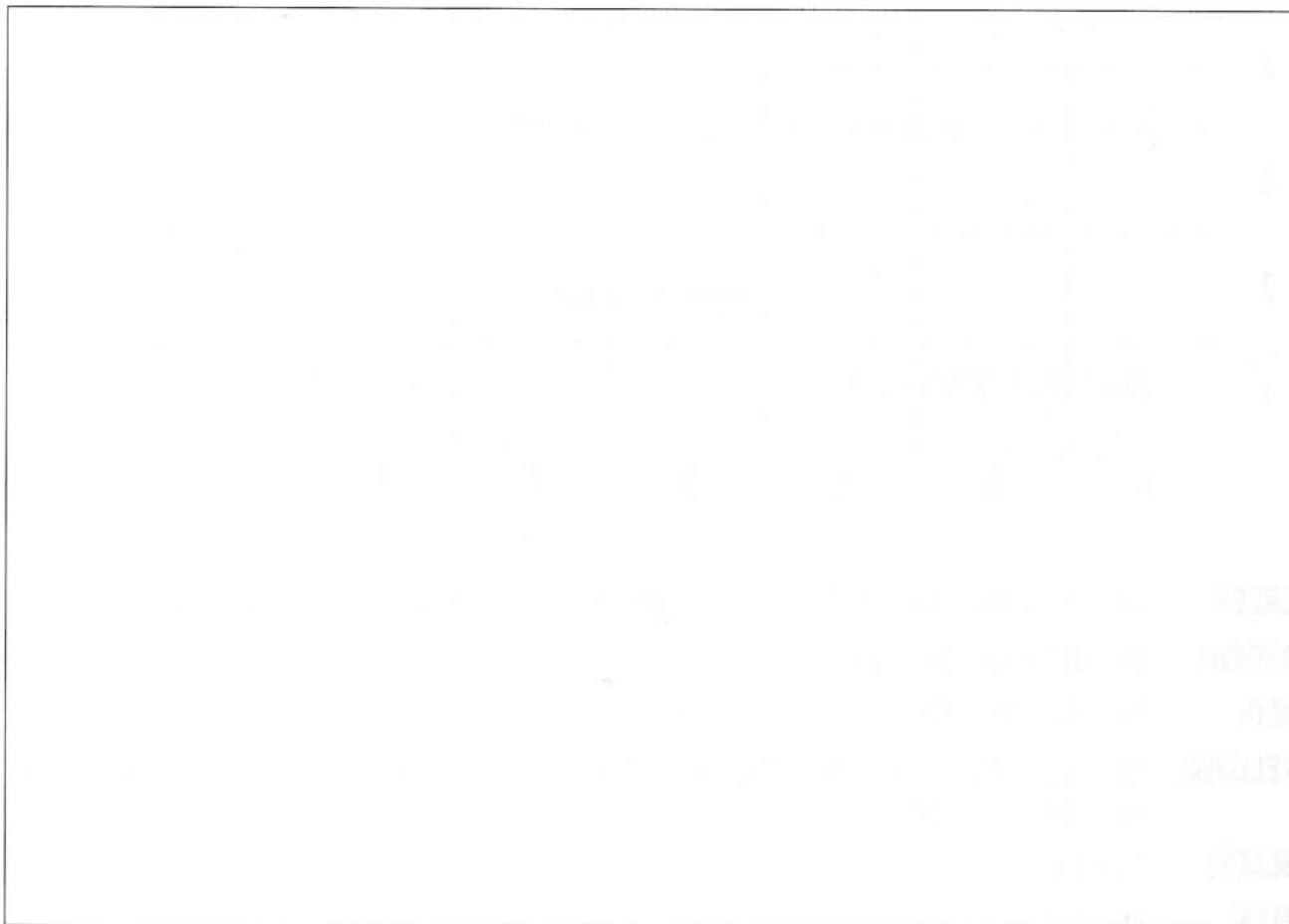
park



newsagent



Draw a map of your school area using the symbols of the key.





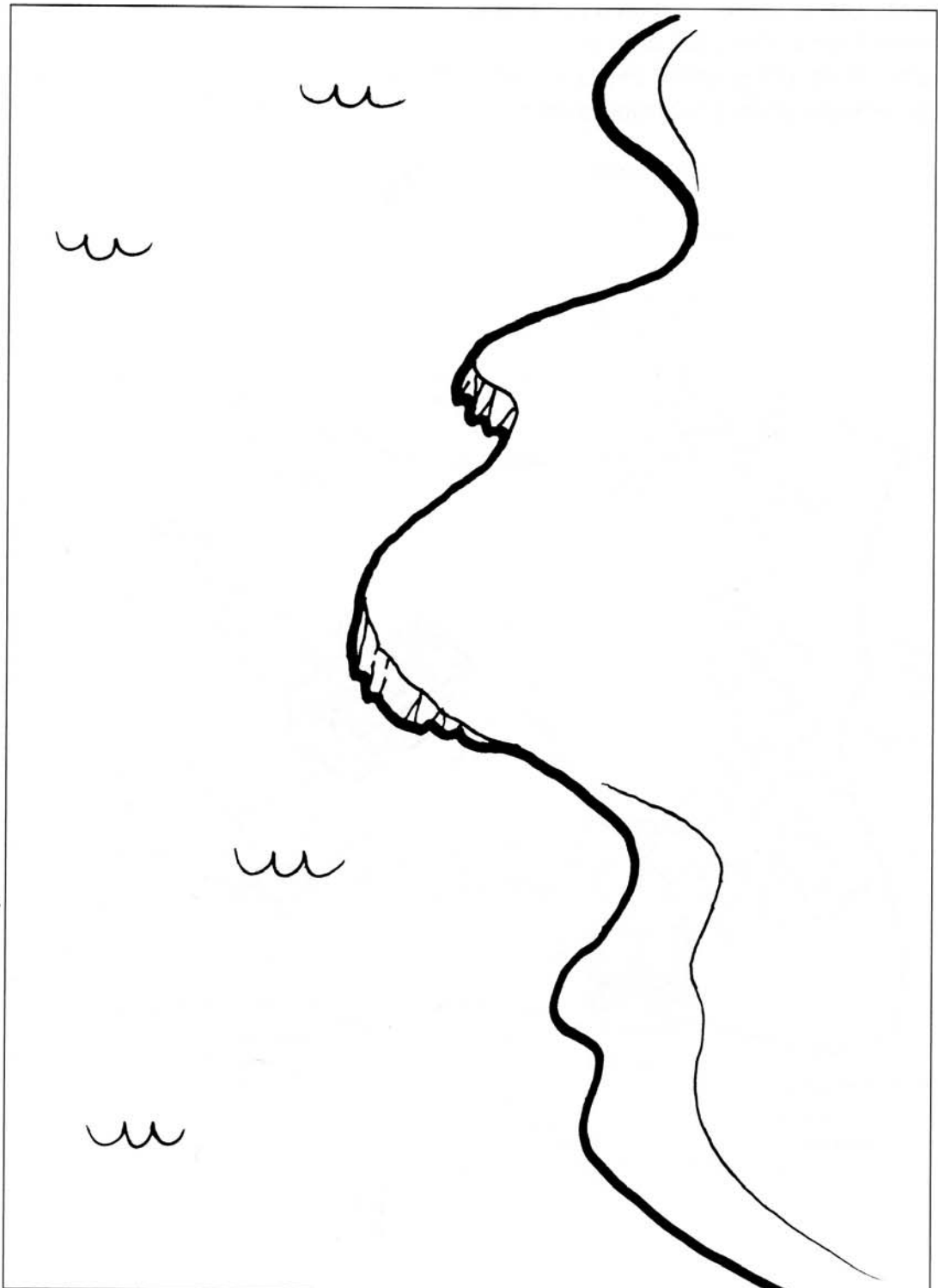
**W-4** WORKSHEET

# A tourist map

Draw a tourist map:

- colour the symbols in the key;
- copy the symbols on the map as many times as you like.

	Building
	Church
	River
	Mountain
	Forest
	Hill
	Road
	Car Park
	Bridge
	View Point
	Museum
	Sea
	Railway Station
	Hospital



**W-5** WORKSHEET

# Directions



A COMPASS

A compass helps you to find directions.

Maps are usually made with North at the top and South at the bottom.

**Complete the map.**

To the East of the school draw a playground.

To the West of the school draw a wood.

To the North of the school draw a football field.

To the South of the school draw a road.

N



E

S

W




**W-6** WORKSHEET

# Magic broom hunt

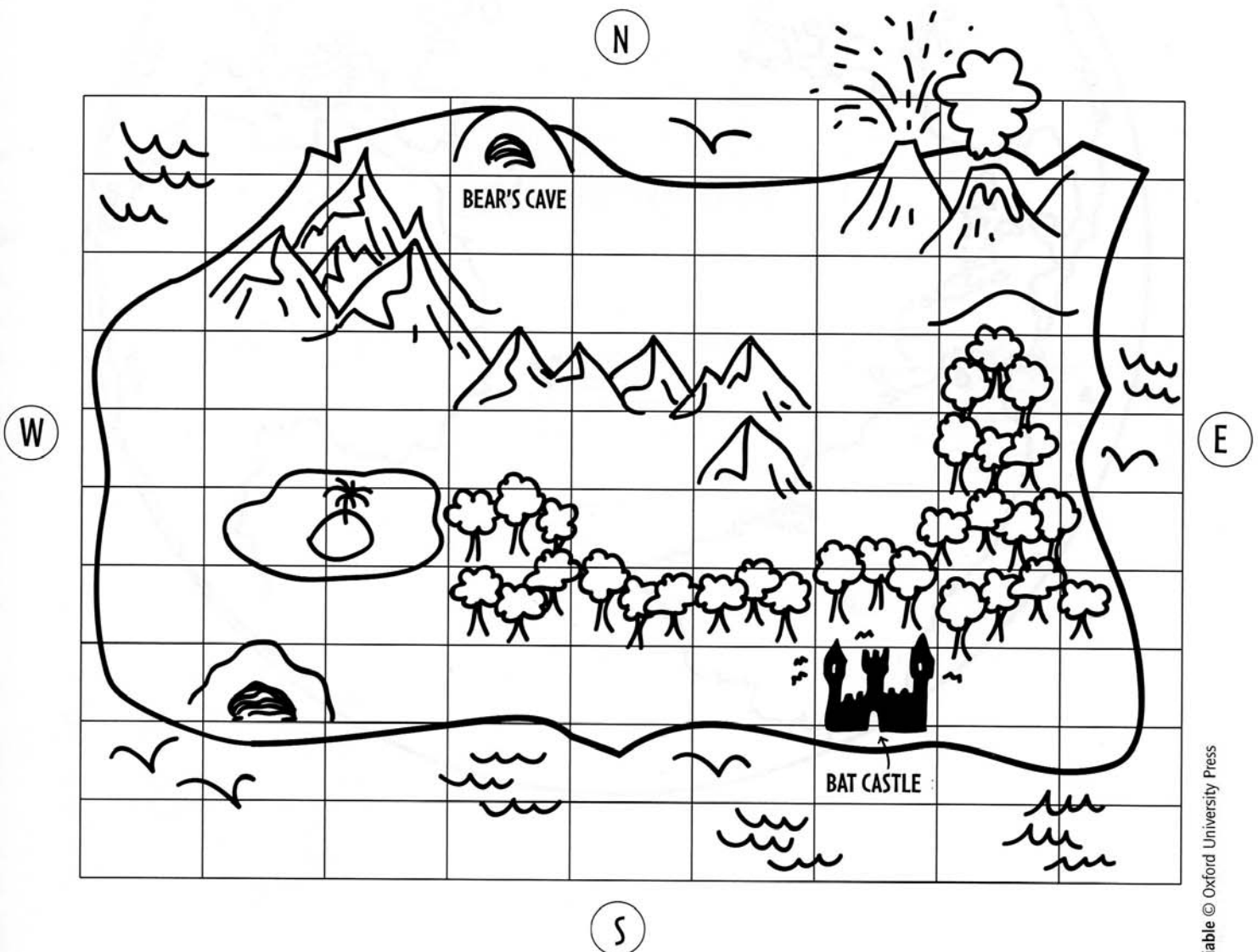
Can you find the witch's magic broom?  
Follow the directions.

You are at Bat Castle.



GO: 4 squares west - 1 square north - 2 squares west - 3 squares north - 2 squares east - 1 square south  
2 squares east - 1 square south - 2 squares east - 3 squares north - 3 squares west and 2 squares north.

Where are you now? At ..... There's the MAGIC BROOM!!!!!!





**W-7** WORKSHEET

# The Earth

The Earth is a sphere.  
It is round like a ball.  
There is land and sea.



Colour the land brown and the sea blue.




**W-8** WORKSHEET

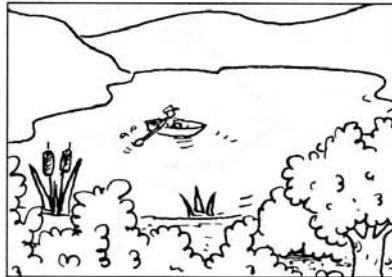
# What is there on Earth?

island sea mountains river countryside hills lake desert forest grassland



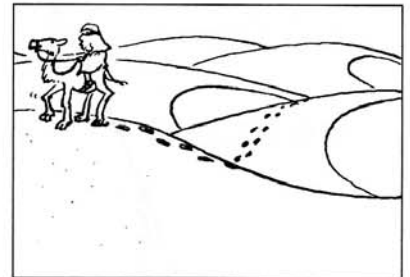
1. ....

.....



2. ....

.....



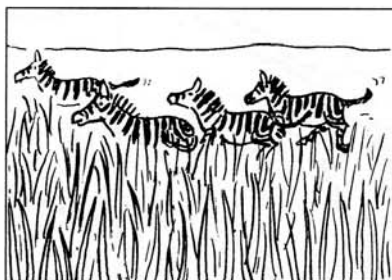
3. ....

.....



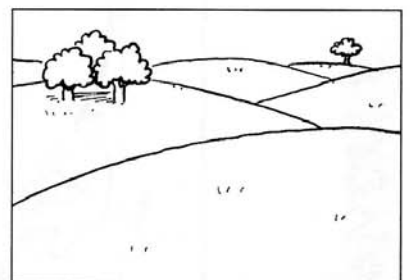
4. ....

.....



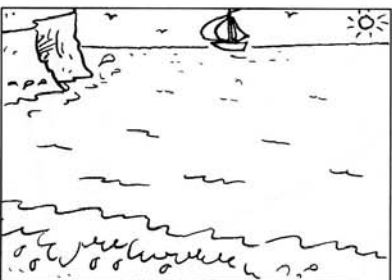
5. ....

.....



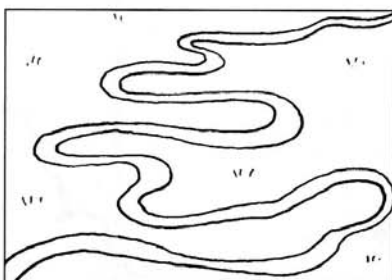
6. ....

.....



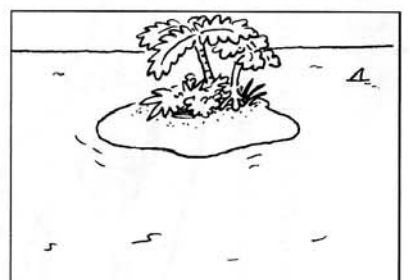
7. ....

.....



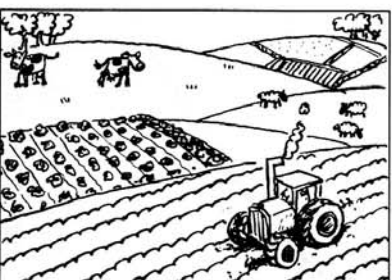
8. ....

.....



9. ....

.....



10. ....

.....

Write the correct name on each picture.

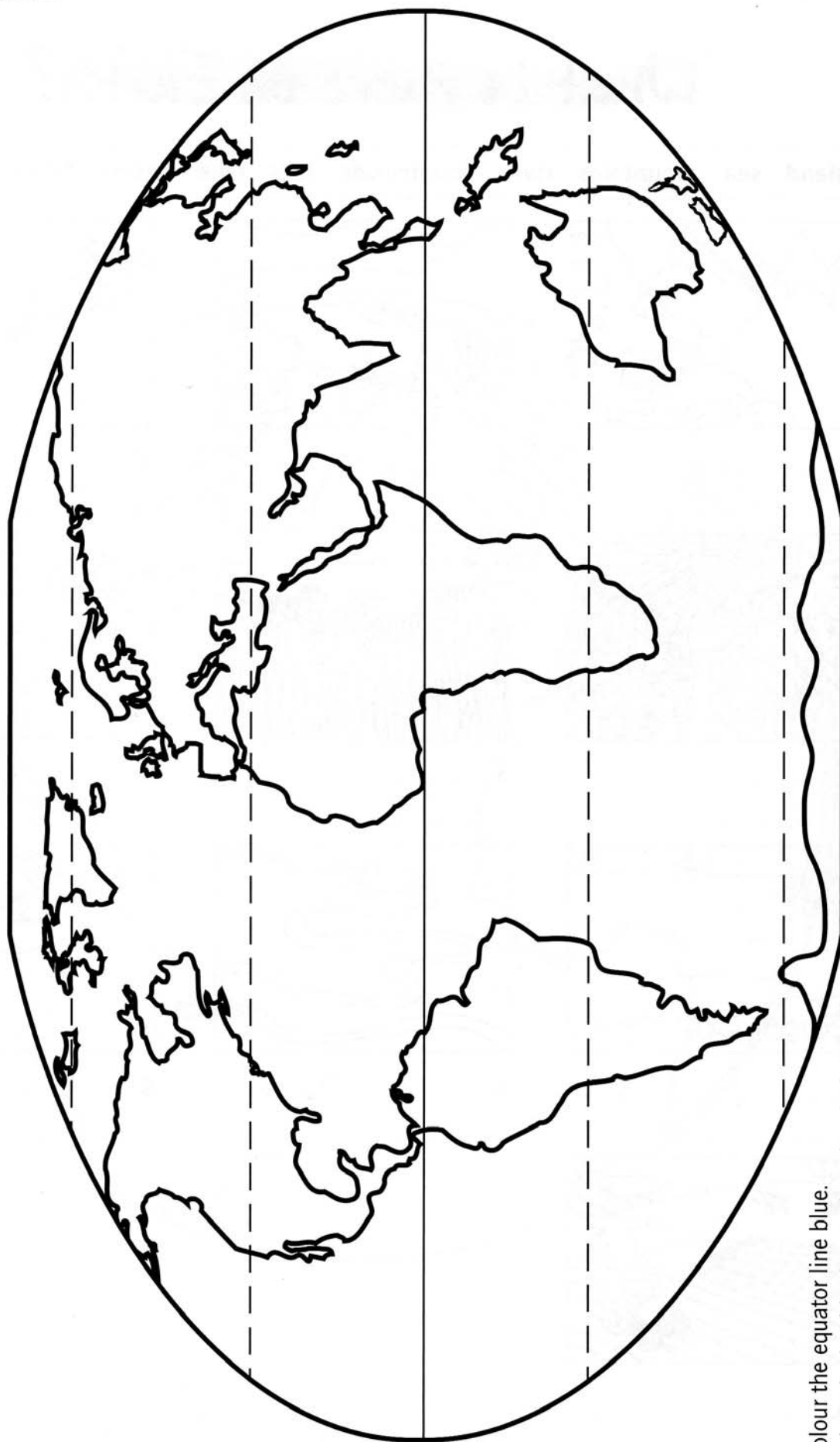


W-9

WORKSHEET

# Hemispheres

The equator is an imaginary line around the middle of the Earth.  
It divides the Earth in half: **northern** hemisphere and **southern** hemisphere.



Colour the equator line blue.

Colour the land in the northern hemisphere yellow.

Colour the land in the southern hemisphere orange.



**W-10** WORKSHEET

# Parallels and meridians

Write the names next to the numbers.

North Pole

South Pole

Arctic Circle

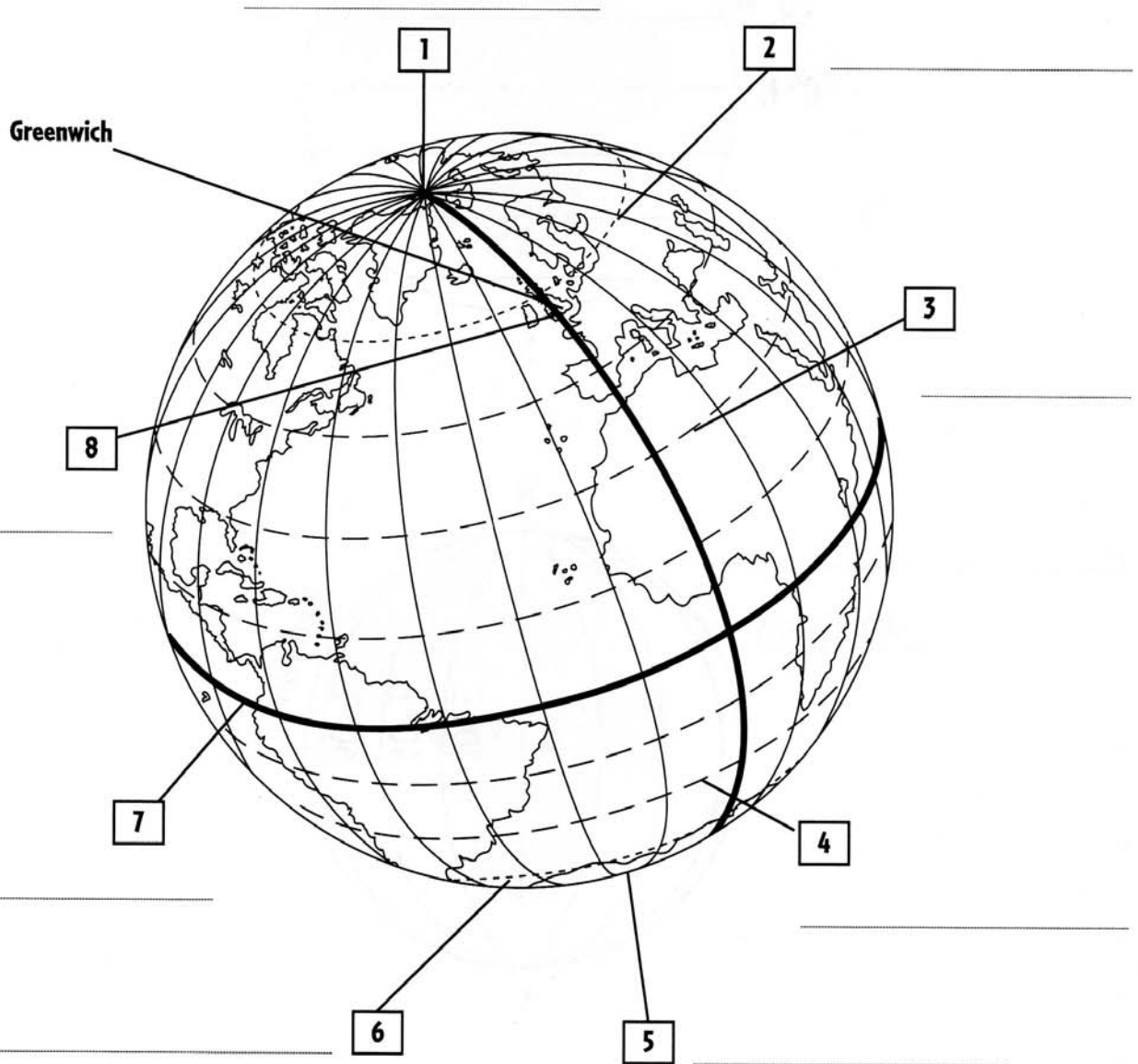
Antarctic Circle

Equator

Tropic of Cancer

Tropic of Capricorn

Prime Meridian



**W-11** WORKSHEET

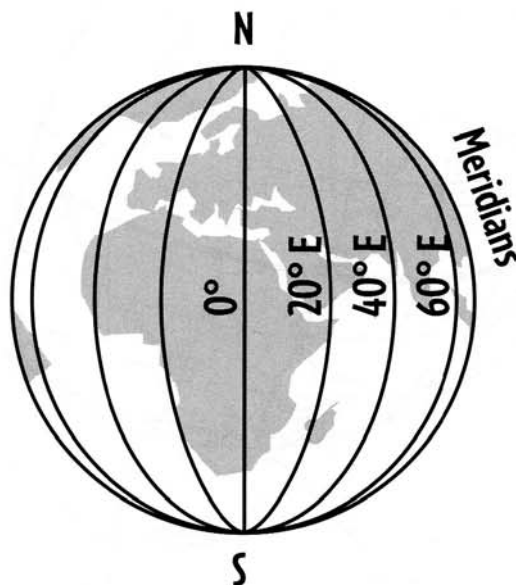
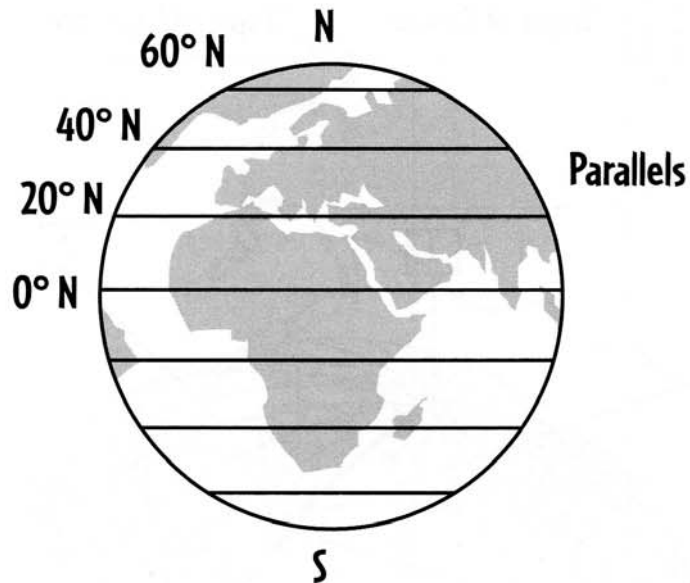
# Latitude and longitude

Colour the equator green.

Number the lines of **latitude** south of the equator.

Colour the land between 20°N and 40°N yellow.

Colour the land between 40°S and 60°S green.



Colour the prime meridian red.

Number the lines of **longitude** west.

Colour the land between the prime meridian and 20°E orange.

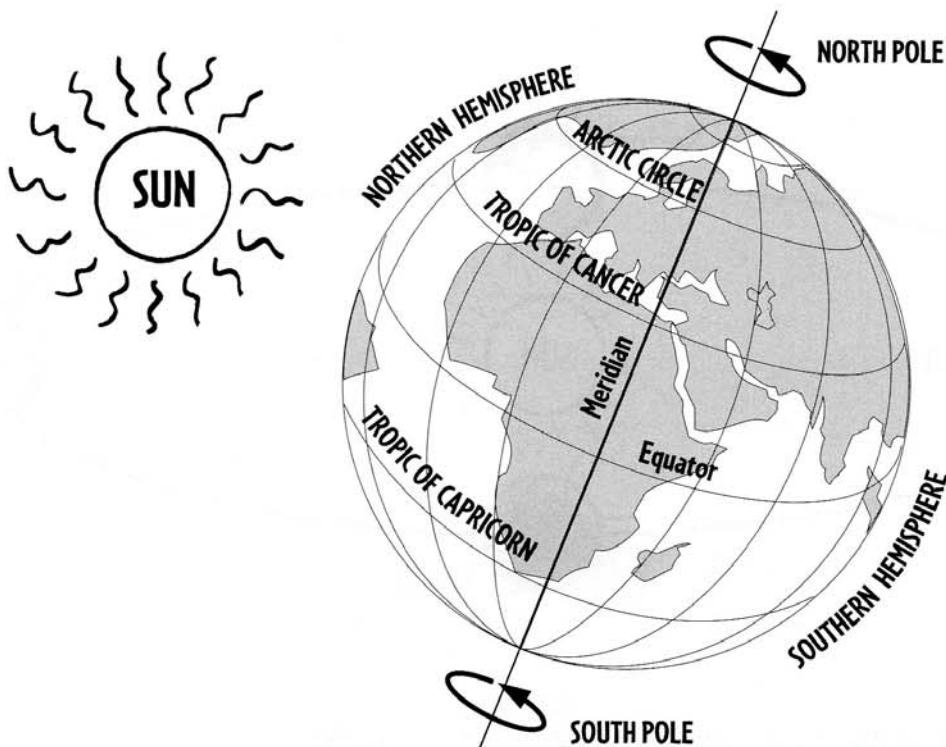
Colour the land between 20°W and 40°W pink.



**W-12** WORKSHEET

# Night and day

The Earth takes 24 hours to spin round once.  
When our part is facing the sun it is daytime.  
When our part is facing away from the sun it's night-time.



Draw some pictures of daytime and night-time activities.

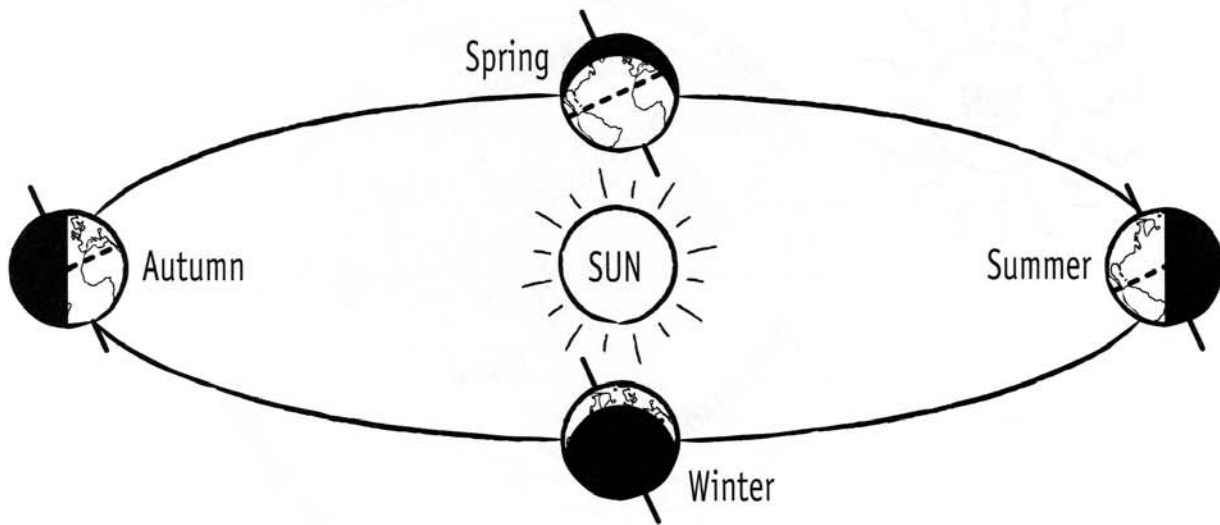
**DAYTIME****NIGHT-TIME**



## W-13 WORKSHEET

# A year

The Earth takes **365 days** to orbit the sun.  
As the Earth moves around the sun the **SEASONS** change.



Read, write the name of the seasons, and draw pictures.

.....  
It's the coldest season of the year.

.....  
Leaves turn red, orange, and brown.

.....  
The weather gets warmer and flowers open.

.....  
It's the hottest season of the year.



**W-14** WORKSHEET

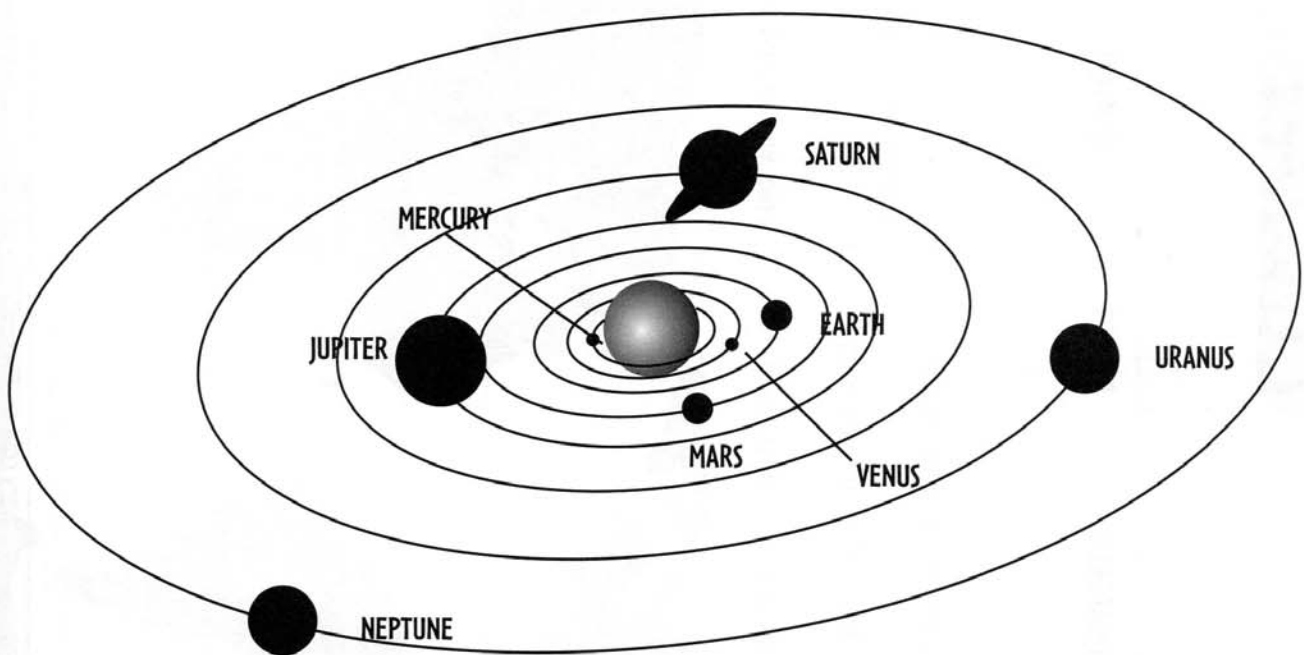
# The Earth in the solar system

Eight planets orbit the sun.

The Earth is the third planet from the sun.

Number the planets from the nearest to the furthest from the sun.

1<sup>st</sup> ..... 2<sup>nd</sup> ..... 3<sup>rd</sup> .....  
4<sup>th</sup> ..... 5<sup>th</sup> ..... 6<sup>th</sup> .....  
7<sup>th</sup> ..... 8<sup>th</sup> .....



Complete with the right planet.

- a.  is the hottest planet (+500°C).  
b.  is the second planet from the sun.  
c.  is the biggest planet (diameter: 142,600 km).  
d.  is called the red planet.



**W-15** WORKSHEET

# Climates

POLAR

DESERT

EQUATORIAL

MEDITERRANEAN

TROPICAL

CONTINENTAL

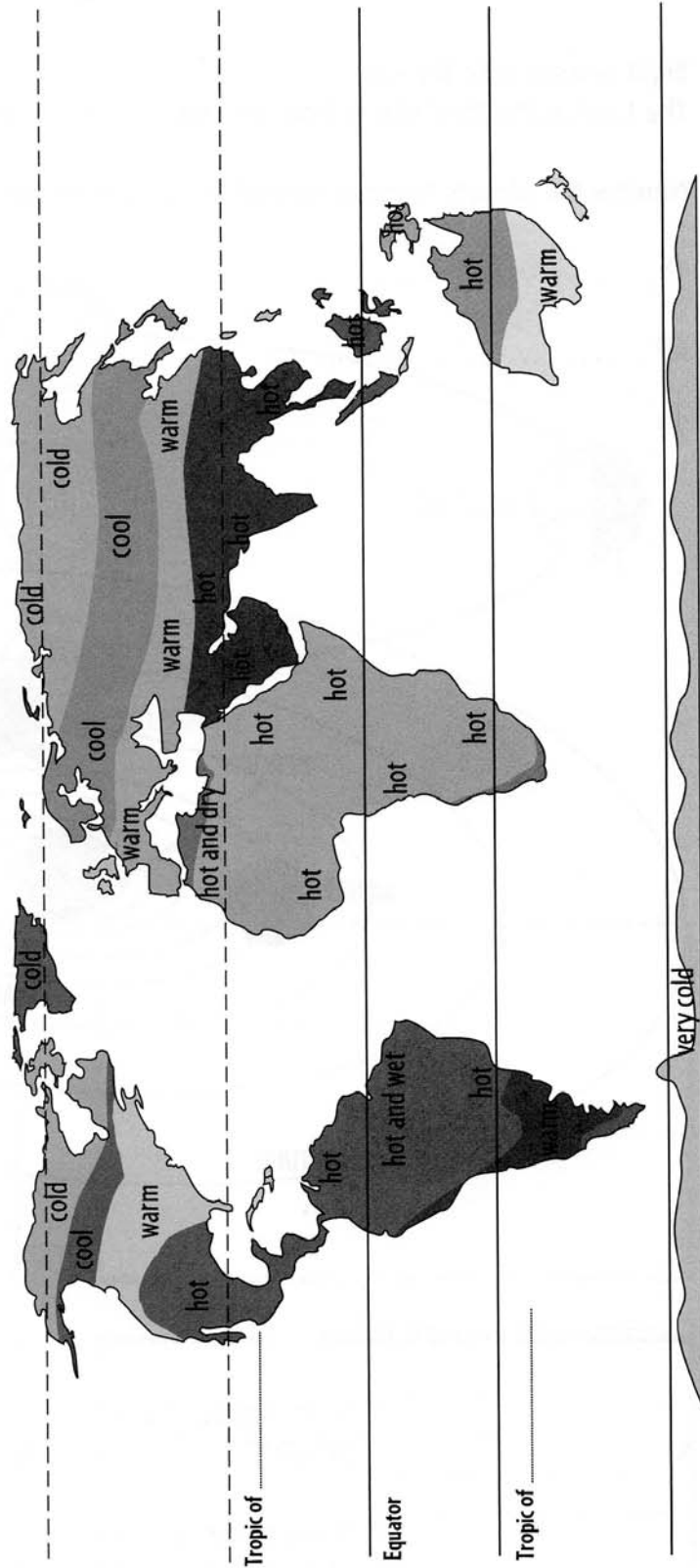
ANTARCTICA IS  
THE COLDEST PLACE  
ON EARTH



-89°C  
in 1983

Fill in the gaps:

- ..... climates have warm summers and very cold winters.
- ..... climates are hot and dry in the summer, mild and rainy in winter.
- ..... climates have only one season: hot and wet.
- ..... climates are hot and have two seasons: a dry season and a wet season.
- ..... climates are very dry and hot.
- ..... climates are cold and have two seasons: a long cold winter and a short summer.













**W-16** WORKSHEET

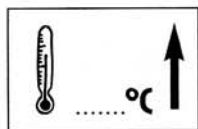
# How many sunny days?

Month: .....

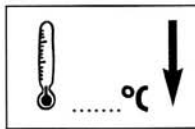
31								
30								
29								
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16								
15								
14								
13								
12								
11								
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
								.....

**W-17** WORKSHEET


Month .....



Highest temperature this month.



Lowest temperature this month.

<b>1</b>  14°C	<b>2</b> <input type="text"/> °C	<b>3</b> <input type="text"/> °C	<b>4</b> <input type="text"/> °C	<b>5</b> <input type="text"/> °C	<b>6</b> <input type="text"/> °C	<b>7</b> <input type="text"/> °C
<b>8</b> <input type="text"/> °C	<b>9</b> <input type="text"/> °C	<b>10</b> <input type="text"/> °C	<b>11</b> <input type="text"/> °C	<b>12</b> <input type="text"/> °C	<b>13</b> <input type="text"/> °C	<b>14</b> <input type="text"/> °C
<b>15</b> <input type="text"/> °C	<b>16</b> <input type="text"/> °C	<b>17</b> <input type="text"/> °C	<b>18</b> <input type="text"/> °C	<b>19</b> <input type="text"/> °C	<b>20</b> <input type="text"/> °C	<b>21</b> <input type="text"/> °C
<b>22</b> <input type="text"/> °C	<b>23</b> <input type="text"/> °C	<b>24</b> <input type="text"/> °C	<b>25</b> <input type="text"/> °C	<b>26</b> <input type="text"/> °C	<b>27</b> <input type="text"/> °C	<b>28</b> <input type="text"/> °C
<b>29</b> <input type="text"/> °C	<b>30</b> <input type="text"/> °C	<b>31</b> <input type="text"/> °C				

**This month we had:**

..... sunny days

..... rainy days

..... cloudy days

..... windy days

..... foggy days

..... snowy days

..... changeable days

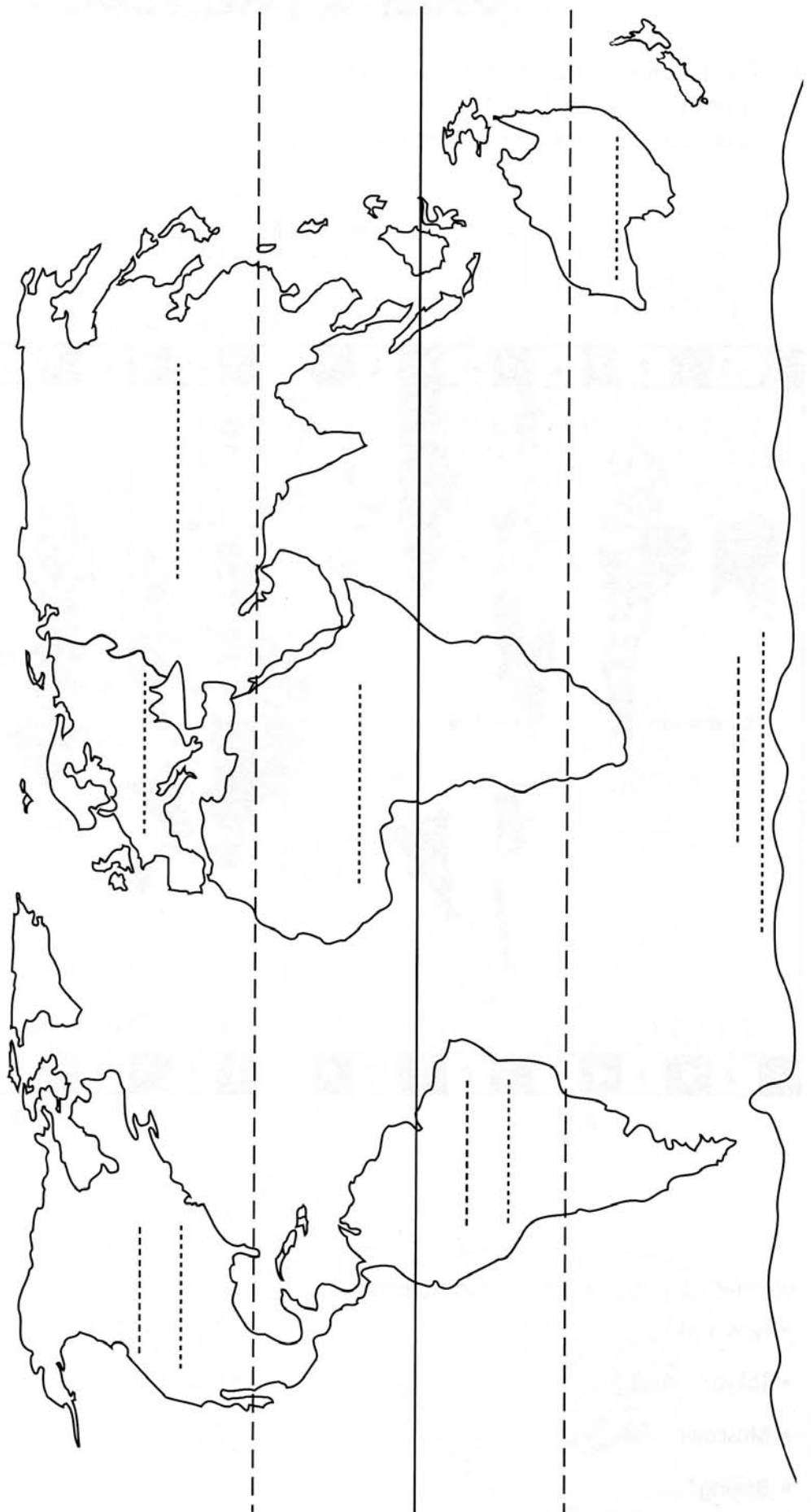



**W-18** WORKSHEET

# Continents

Write the names of the continents on the map. Colour the key and colour the continents using the same colour.

<input type="checkbox"/> NORTH AMERICA	<input type="checkbox"/> SOUTH AMERICA	<input type="checkbox"/> OCEANIA	<input type="checkbox"/> ANTARCTICA	<input type="checkbox"/> AFRICA	<input type="checkbox"/> ASIA	<input type="checkbox"/> EUROPE
--	--	----------------------------------	-------------------------------------	---------------------------------	-------------------------------	---------------------------------



**W-19** WORKSHEET

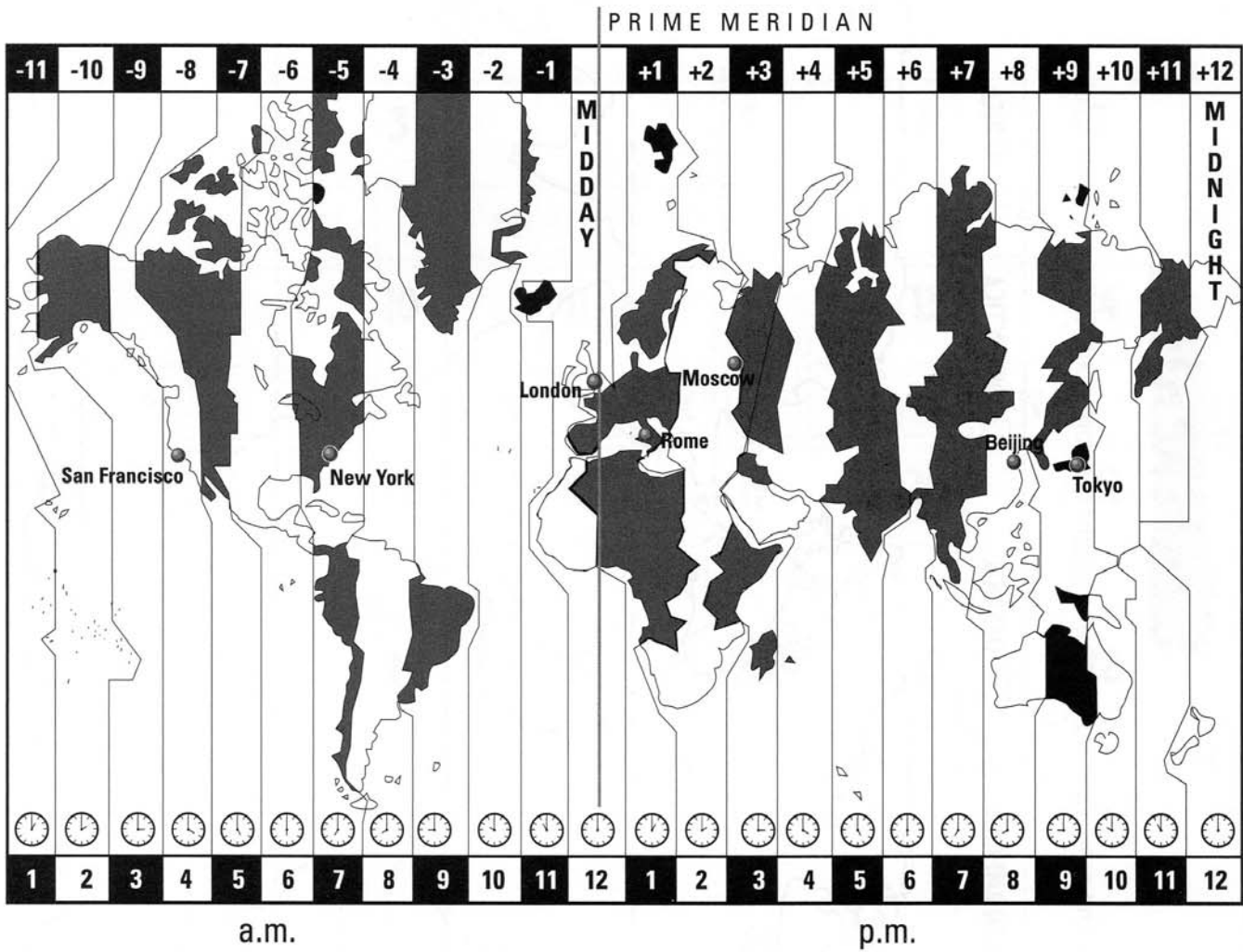
# What's the time?

The Earth is divided into 24 time zones starting from the prime meridian.

Going one zone east we have to add 1 hour.

Going one zone west we have to take away 1 hour.

N



S

When it's 1 p.m. in London, what's the time in:

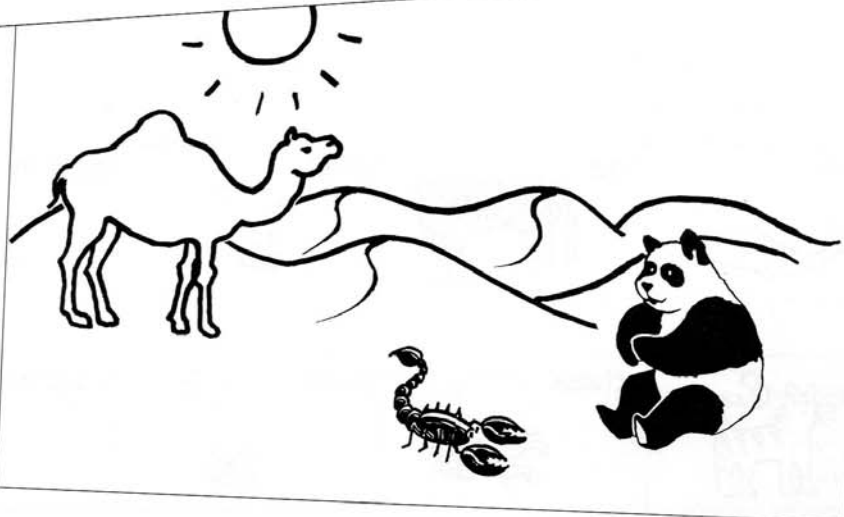
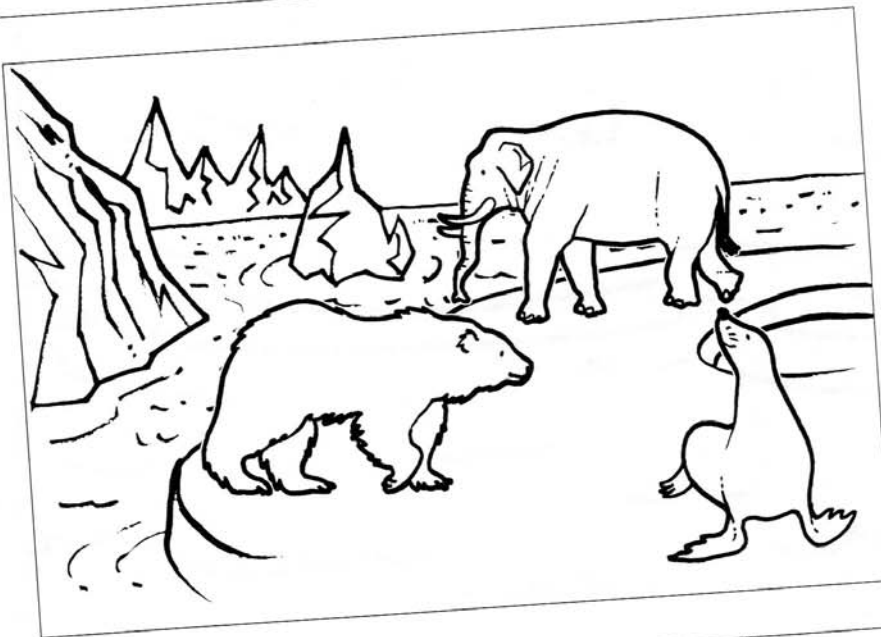
- New York? .....
- Tokyo? .....
- Moscow? .....
- Beijing? .....
- San Francisco? .....
- India? .....
- Mexico? .....



**W-20** WORKSHEET

# Animal habitats

Put a circle around the animals that are in the wrong habitat.

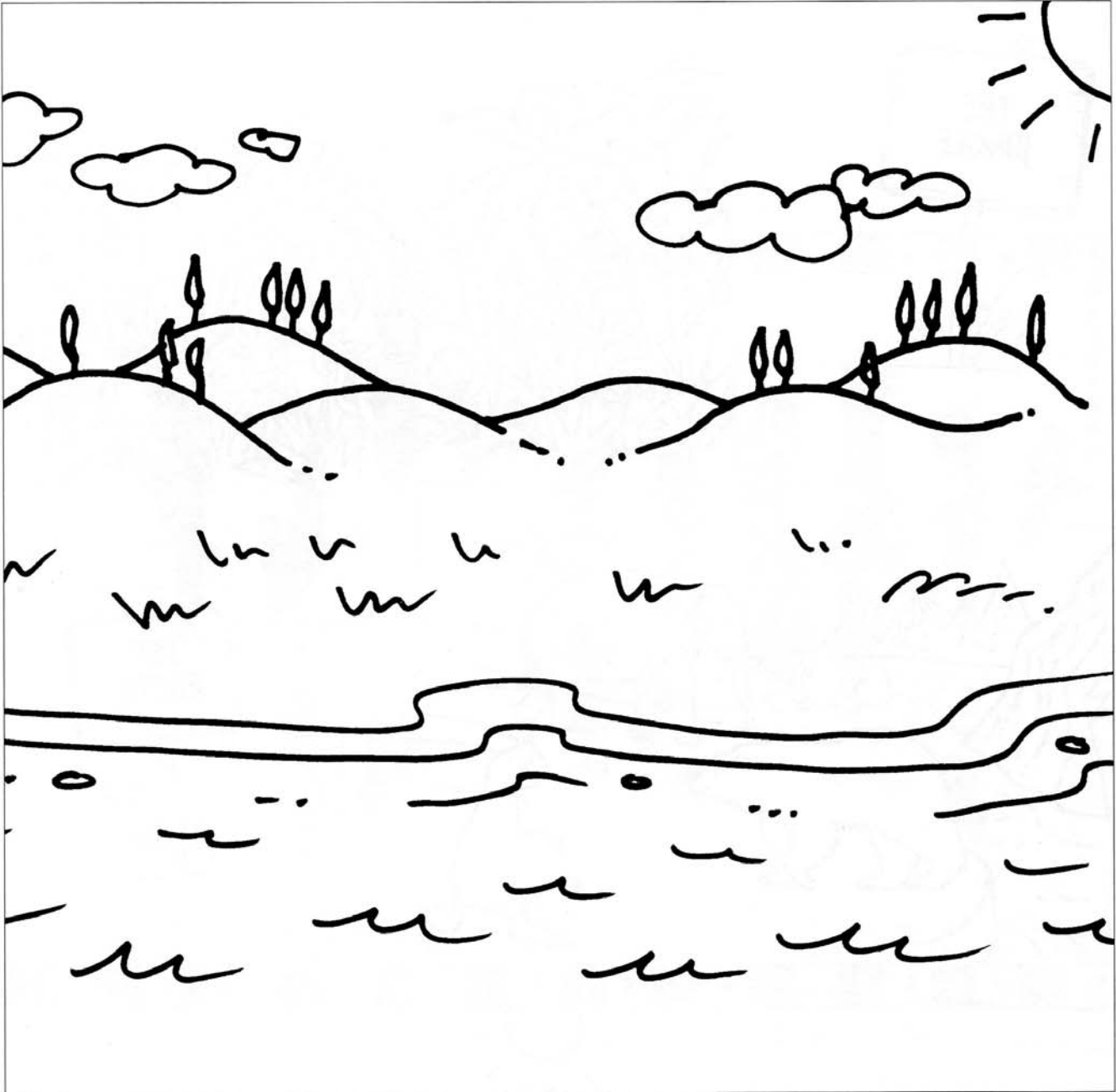


**W-21** WORKSHEET

15W

# On land, in water, or in the air?

Cut out and glue the animals in the right places.



dolphin



tiger



rabbit



butterfly



bee



cat



octopus



parrot



sea horse



monkey






**W-22** WORKSHEET

# Weather report

Read the weather report below.

It's sunny in Australia.

It's cloudy in northern Brazil.

It's sunny in southern India.

It's snowy in northern Canada.

It's foggy in Ireland.

It's snowy in Japan.

It's rainy in southern Africa.

It's windy in central Russia.

It's changeable in Iceland.

Draw the symbols in the right place on the world map.



SUNNY



RAINY



WINDY



FOGGY



SNOWY



CLOUDY







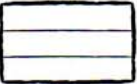
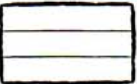










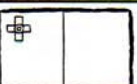
CHANGEABLE



**W-23** WORKSHEET

# What's the capital city of ...?

Fill in the table.

Flag	Country	Capital city
	USA	
	Australia	
	France	
	Italy	
	Russia	
	Germany	
	Turkey	
	India	
	China	
	United Kingdom	
	Republic of Ireland	
	Japan	
	South Africa	
	New Zealand	
	Canada	
	Argentina	
	Malta	

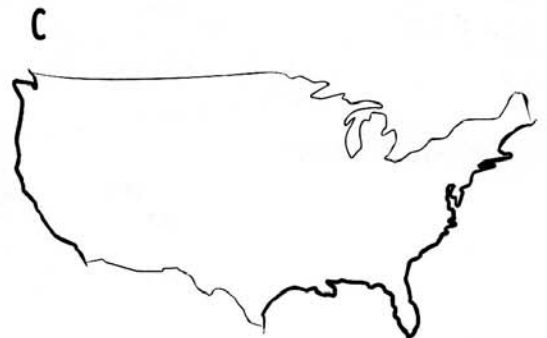
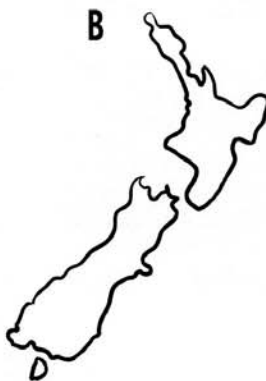


**W-24** WORKSHEET

# English-speaking countries

Write the names of the English-speaking countries (you can use your atlas).

Australia - Canada - USA - United Kingdom - Ireland - New Zealand



A) \_\_\_\_\_

B) \_\_\_\_\_

C) \_\_\_\_\_

D) \_\_\_\_\_

E) \_\_\_\_\_

F) \_\_\_\_\_

**W-25** WORKSHEET

# How can you go to ... ?

I CAN GO TO SCHOOL



on foot



by car



by bus



by train



by plane



by ship



by spaceship

I CAN GO TO THE  
CAPITAL OF MY  
COUNTRY

on foot



by car



by bus



by train



by plane



by ship



by spaceship

I CAN GO TO PARIS



on foot



by car



by bus



by train



by plane



by ship



by spaceship

I CAN GO TO LONDON



on foot



by car



by bus



by train



by plane



by ship



by spaceship

I CAN GO TO NEW YORK



on foot



by car



by bus



by train



by plane



by ship



by spaceship

I CAN GO TO TOKYO



on foot



by car



by bus



by train



by plane



by ship



by spaceship

I CAN GO TO THE MOON



on foot



by car



by bus



by train



by plane



by ship



by spaceship

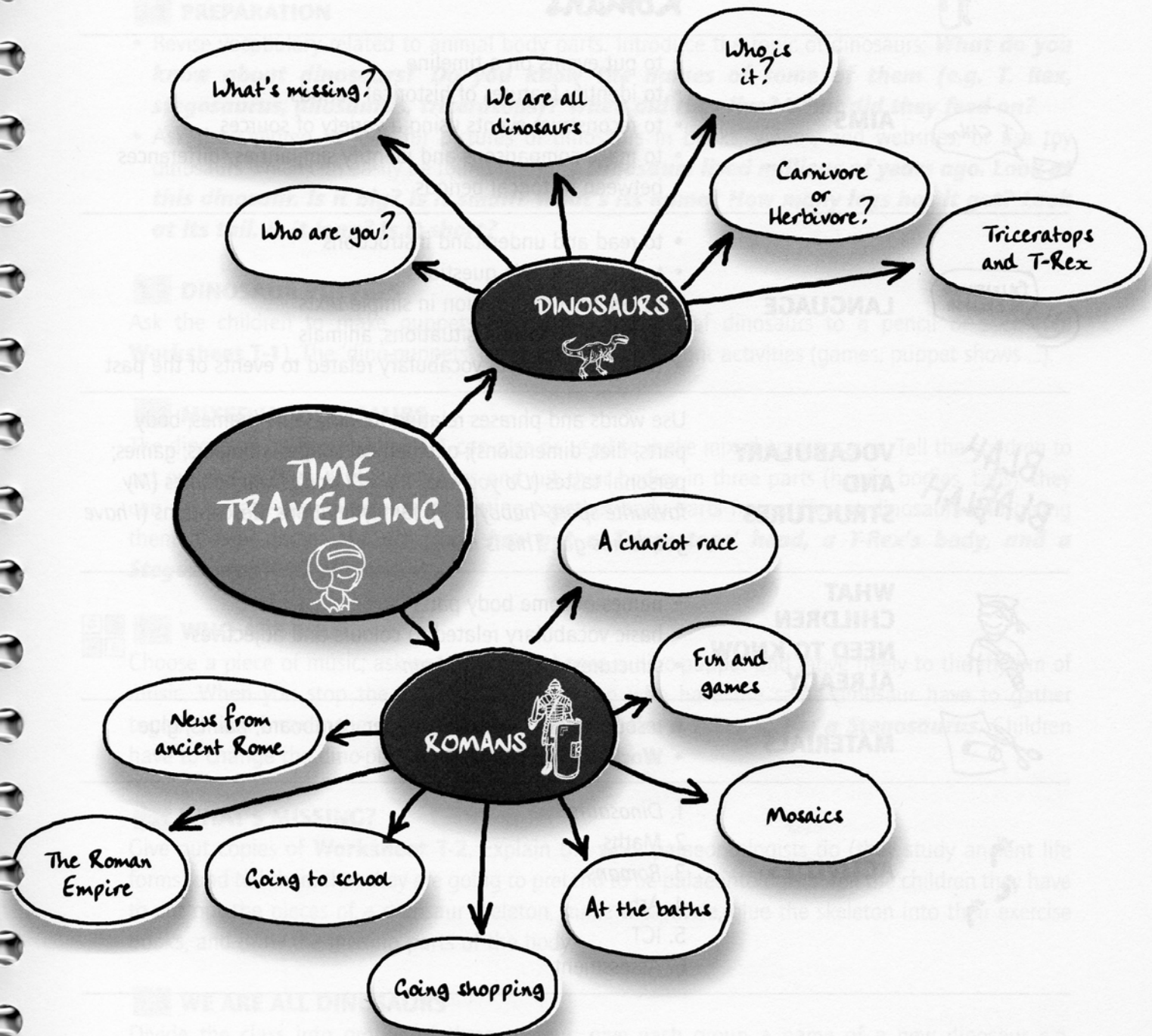
CAN YOU GO TO VENUS?



Read and colour the right means of transport.



# TIME TRAVELLING







## CONTENT AREA

## TIME TRAVELLING



## TOPIC

Dinosaurs  
Romans

## AIMS

- to put events on a timeline
- to identify features of historical periods
- to reconstruct events using a variety of sources
- to make comparisons and identify similarities/differences between historical periods



## LANGUAGE

- to read and understand instructions
- to answer simple questions
- to research information in simple texts
- to describe objects, situations, animals
- to use appropriate vocabulary related to events of the past

VOCABULARY  
AND  
STRUCTURES

Use words and phrases relating to: dinosaurs (names, body parts, diet, dimensions); geometrical shapes; numbers; games; personal tastes (*Do you like? I like/I don't like*); hobbies (*My favourite sport/hobby is ...*); family relations; descriptions (*I have got, It has got, This is my ...*)

WHAT  
CHILDREN  
NEED TO KNOW  
ALREADY

- names of some body parts
- basic vocabulary related to colours and adjectives
- structures: *I can, I like, I am*



## MATERIALS

- resource books, websites, paper, cardboard, paints, glue
- **Worksheets T-1-T-19**



## ACTIVITIES

1. Dinosaurs
2. Maths
3. Romans
4. Art
5. ICT
6. Assessment

The following plan is not intended to cover the whole range of history as a discipline, which may have to be taught in mother tongue and linked to the national curriculum. The activities suggested in two thematic fields (Dinosaurs, Romans) should be seen as a possible supplement to the subject curriculum and can be used to support and reinforce concepts and skills that children have already acquired.





# 1. DINOSAURS

Time: 5 hour module

Materials: resource books, Internet, **Worksheets T-1 to T-7**

## 1.1 PREPARATION

- Revise vocabulary related to animal body parts. Introduce the topic of dinosaurs: ***What do you know about dinosaurs? Do you know the names of some of them (e.g. T. Rex, stegosaurus, allosaurus, triceratops)? When did they live? What did they feed on?***
- Ask the children to look for pictures of dinosaurs in books, videos, and websites, or use toy dinosaurs which can easily be found in shops: ***Dinosaurs lived millions of years ago. Look at this dinosaur. Is it big? Is it small? What's its name? How many legs has it got? Look at its tail. Is it long? Is it short?***

## 1.2 DINOSAUR PUPPETS

Ask the children to make puppets by sticking pictures of dinosaurs to a pencil or stick (see **Worksheet T-1**). The 'dino-puppets' can be used for different activities (games, puppet shows ...).

## 1.3 MIXED-UP DINOSAURS

The dinosaurs on **Worksheet T-1** can also be used to make mixed-up dinosaurs. Tell the children to cut out the pictures of the dinosaurs and cut their bodies in three parts (heads, bodies, tails); they can then make new dinosaurs by putting together body parts from different dinosaurs and giving them a new name: ***My dinosaur has got a Triceratops' head, a T-Rex's body, and a Stegosaurus' tail. It's called ...***

## GA ME 1.4 WHO ARE YOU?

Choose a piece of music; ask each child to choose a dino-puppet and move freely to the rhythm of music. When you stop the music, all the children who have the same dinosaur have to gather together and answer the question: ***Who are you? I'm a T-Rex ... I'm a Stegosaurus.*** Children have to change the dino-puppet after two turns.


## 1.5 WHAT'S MISSING?

Give out copies of **Worksheet T-2**. Explain the work palaeontologists do (they study ancient life forms) and tell them that they are going to pretend to be palaeontologists. Tell the children they have to cut out the pieces of a dinosaur skeleton, make the puzzle, glue the skeleton into their exercise books, and draw the missing parts of the body.

## 1.6 WE ARE ALL DINOSAURS

Divide the class into groups of three or four; give each group a name of a new dinosaur e.g. diplodocus, ankylosaurus, velociraptor, oviraptor, and ask them to look for information about the assigned dinosaur using various sources (resource books in English, the Internet, etc.). Each group has to record the information on a poster and afterwards introduce its dinosaur to the class: ***My dinosaur is very big. It's got a small head and it's got four legs. It eats plants. It can't run fast. It's a diplodocus!***



Dinosaur	How long	Weight	Tail	Neck	Food	Other information
 <i>Apatosaurus</i>	22 metres	35 tonnes	long	long	carnivore	4 short legs small head



### 1.7 WHO IS IT?

Clear a space between the desks and tell groups of three children to take turns to mime a dinosaur while the rest of the class has to guess its name. Older children with a higher level of English can play a more difficult variation of the game: they can describe the features of the dinosaur instead of miming it: ***I have got four short legs; I have got a big head; I like plants; I have got three horns on my head. Who am I?***

### 1.8 CARNIVORE OR HERBIVORE?

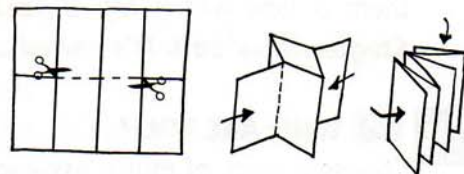
By using the information they have collected through the previous activities, children should be able to colour in the appropriate food for each dinosaur on **Worksheet T-3**.

### 1.9 TRICERATOPS AND T-REX

Ask the children to read the information about the two dinosaurs on **Worksheets T-4** and **T-5** and circle the correct words to complete the sentences.

### 1.10 WE ARE ALL DINOSAURS

Get the children to make a book about dinosaurs. Give a copy of **Worksheet T-6** to each child. Tell the children to complete the sentences by inserting the missing words, colour in the pictures, and to make the book as shown in the picture. The dinosaurs are: a stegosaurus, a velociraptor, a diplodocus, an oviraptor, an ankylosaurus, an allosaurus.



## 2. Extension activity: MATHS

### A geometrical dinosaur

Revise geometrical shapes by using blocks and tell the children to draw a dinosaur using only circles, squares, rectangles, and triangles. When they have drawn their dinosaurs, they must count how many circles, squares, rectangles and triangles they have used and write the numbers underneath the picture.

## 3. ROMANS

**Time:** 5 hour module

**Materials:** **Worksheets T-7 to T-13**, old socks, sticks, rags

### 3.1 NEWS FROM ANCIENT ROME

The children can make a booklet about the Romans by using the shaped cut-outs from **Worksheets T-7 to T-13**. The booklet can be used as an assessment tool and a final product of studies carried out jointly with the history teacher.



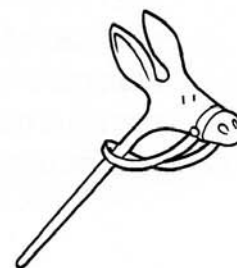


- [Worksheet T-7]. Ask the children **What's the name of this building? (The Colosseum)**. Ask **Where is it? (In Rome, Italy)**. Ask the children to colour in the booklet cover and cut it out along the dotted lines.
- [Worksheet T-8]. **The Roman Empire**. Tell the children to find out how big the Roman Empire was by joining up the dotted borders and colouring the map orange. Tell them to make sure they include England!
- [Worksheet T-9]. **Going to school**. Ask the children to think about the main differences between school today and in Roman times. They can then complete the Worksheet by drawing pictures: **Roman schoolchildren wrote on wax tablets with a pointed stick called a stylus. Roman books were rolls of paper called scrolls. Today we have exercise books and books; we use pens and Arabic numbers.**
- [Worksheet T-10]. **Going shopping**. Discuss differences between shopping in Roman times and today. **In Roman times there were no doors or windows. At the forum there was a market once a week where Romans could buy fruit, vegetables, meat, fish, wine and olive oil. Today there are supermarkets, shopping centres**, etc. Ask the children to complete the Worksheet with the missing words and draw fruit and vegetables in the baskets.
- [Worksheet T-11]. **At the baths**. Baths were a place where Romans could meet their friends, enjoy themselves, and relax. Tell the children to look at the picture, identify the objects, characters, and rooms mentioned, and colour them in.
- [Worksheet T-12]. **Mosaics**. The Romans used to decorate walls, floors and pavements with mosaics, using small pieces of coloured stone. Explain to the children that they have to draw the outline of an animal or a flower and then make a mosaic by covering it with little pieces of coloured paper.
- [Worksheet T-13]. **Fun and games**. Lessons in Roman times used to end in the early afternoon, therefore children had plenty of time for their favourite games (dice, checkers (draughts), fighting with wooden swords, throwing the javelin). The adults' favourite games were chariot racing and the gladiator combats, which were held in circuses and arenas: **Chariot races were very popular. Charioteers were in four different teams: Reds, Greens, Blues and Whites. The horses had to race around the track seven times. The winner won a bag full of gold. Gladiators were slaves or prisoners. They had to fight each other or wild animals.** Tell the children to match each game on the Worksheet with its name and find the odd one out.



### 3.2 A CHARIOT RACE

Show children how to make a horse by using a stick and a sock filled with rags, as shown in the picture opposite. Organize a chariot race in the playground or in the gym. Divide the children into four teams, each of which wears one of the four colours used by the ancient Romans (Reds, Greens, Blues, Whites). They have to do seven laps on their horses. The winner is the first to cross the line after seven laps.



## 4. Extension activity: ART

Time: 1 hour

Materials: paint, sticky tape, cardboard box, aluminium foil

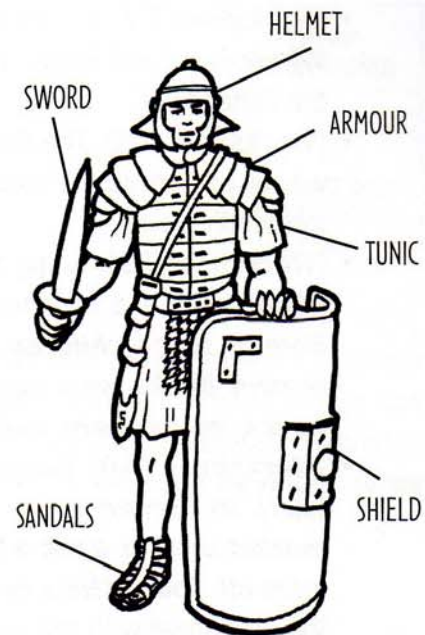




#### 4.1 A ROMAN SHIELD

Explain to the children that the Roman army was very big and very well organized. A soldier wore a helmet, a shield, a sword, armour, a red tunic, and strong sandals (see picture). Give children these instructions for how to make a Roman sword and shield:

1. Cut a rectangle out of a cardboard box and paint it red.
2. Decorate the shield as you like.
3. Make a handle with some cardboard.
4. Tape it to the back of the shield.
5. Cut out a sword from cardboard and wrap it in foil.



#### 5. Extension activity: ICT

The children can use the Internet to find information, pictures, monuments, and museums related to the two historical periods.

#### 6. ASSESSMENT

- Progress indicators: all the Worksheets
- Informal evaluation: notes made on children's comprehension, interaction, and production during the activities (Appendix 1)
- Skills children should have acquired (these can be recorded on the children's ability record, Appendix 2)
  - Content skills: the child can place historical events on a timeline; can identify features of historical periods; can reconstruct events using a variety of sources; can make comparisons and identify similarities/differences between historical periods.
  - Language skills: the child can read and understand instructions; can answer simple questions; can identify information in simple texts; can describe objects, situations, and animals.
- Self evaluation: Appendix 3. The following statements can be written into the 'I CAN' column (adapt as appropriate):
  - I can place historical events on a timeline.
  - I can identify features of historical periods.
  - I can make comparisons and identify similarities or differences between historical periods.
  - I can find out information from texts.
  - I can reconstruct events from a variety of sources.



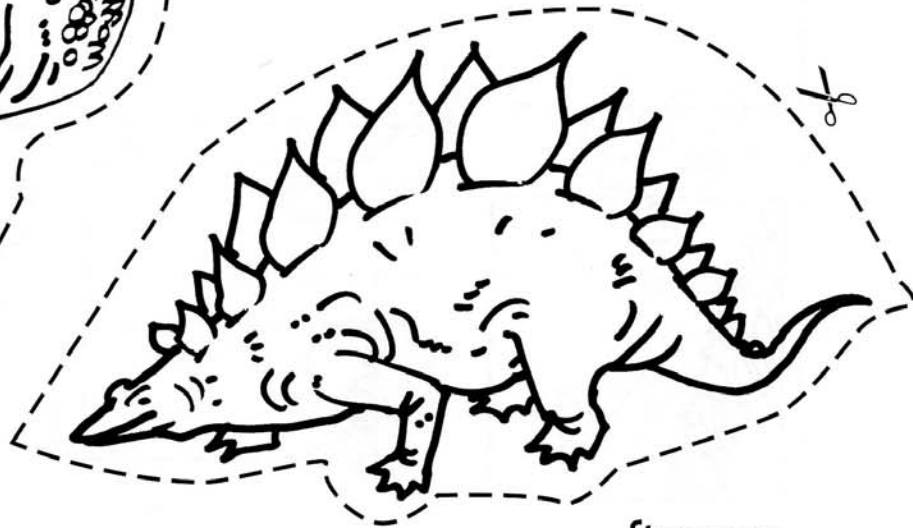
**T-1** WORKSHEET

# Dinosaur puppets

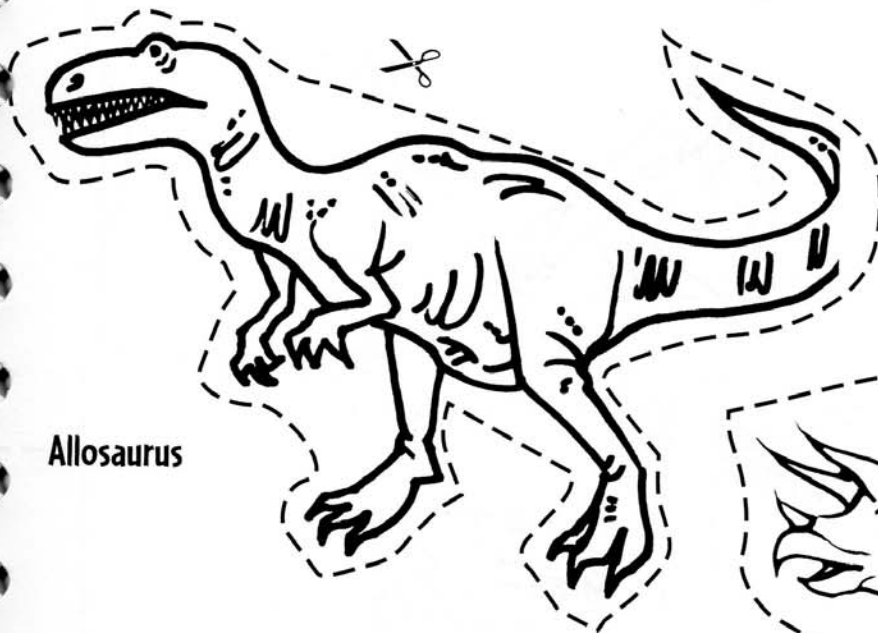
Colour and cut out the dinosaurs, glue them on a pencil or a stick to make puppets.



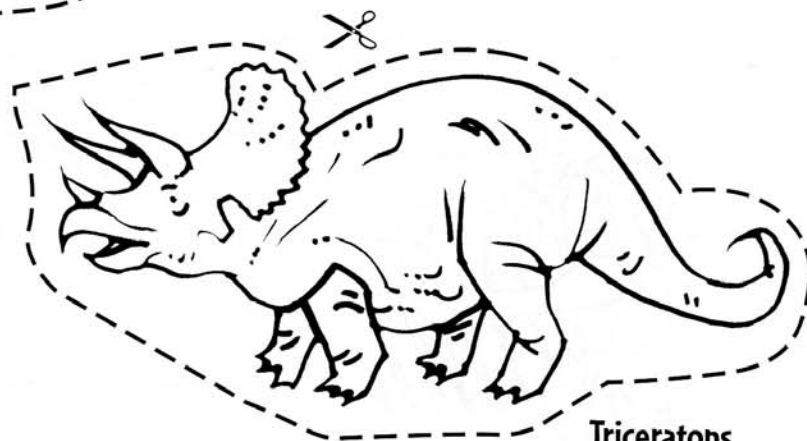
T-Rex



Stegosaurus



Allosaurus



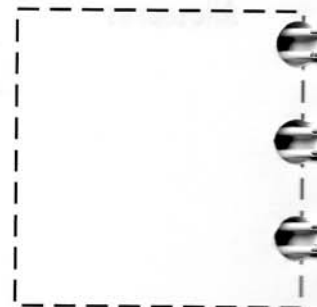
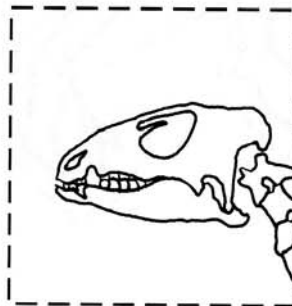
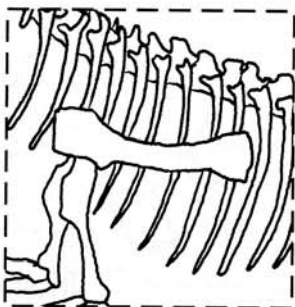
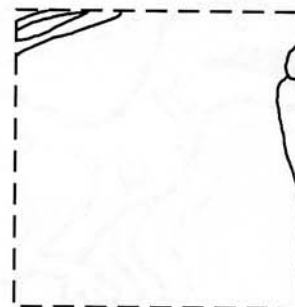
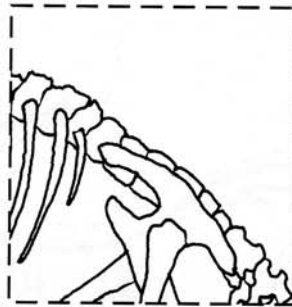
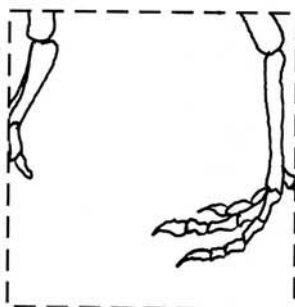
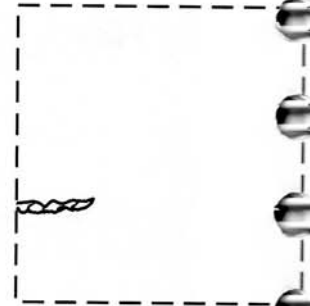
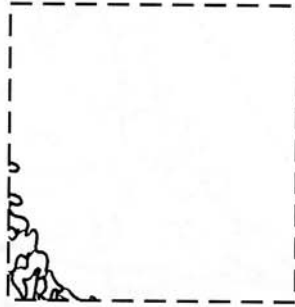
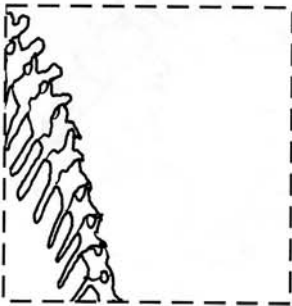
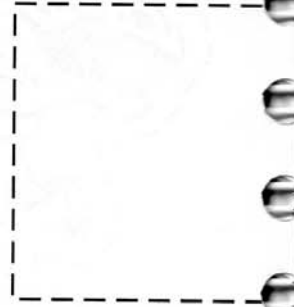
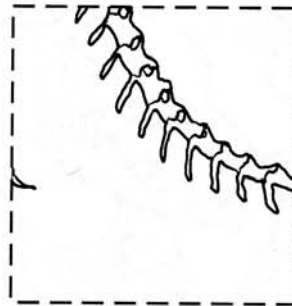
Triceratops

**T-2** WORKSHEET

# What's missing?

Paleontologists study dinosaur fossils.

Pretend to be a paleontologist: cut out the pieces, make the puzzle, glue it into your exercise book, and draw the missing parts of the dinosaur's skeleton.

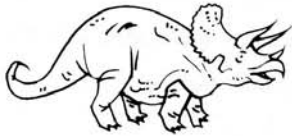








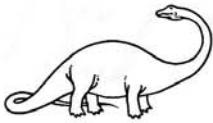


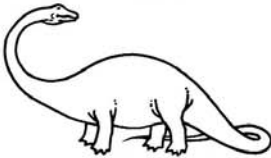
















**T-3** WORKSHEET

# Carnivore or herbivore?

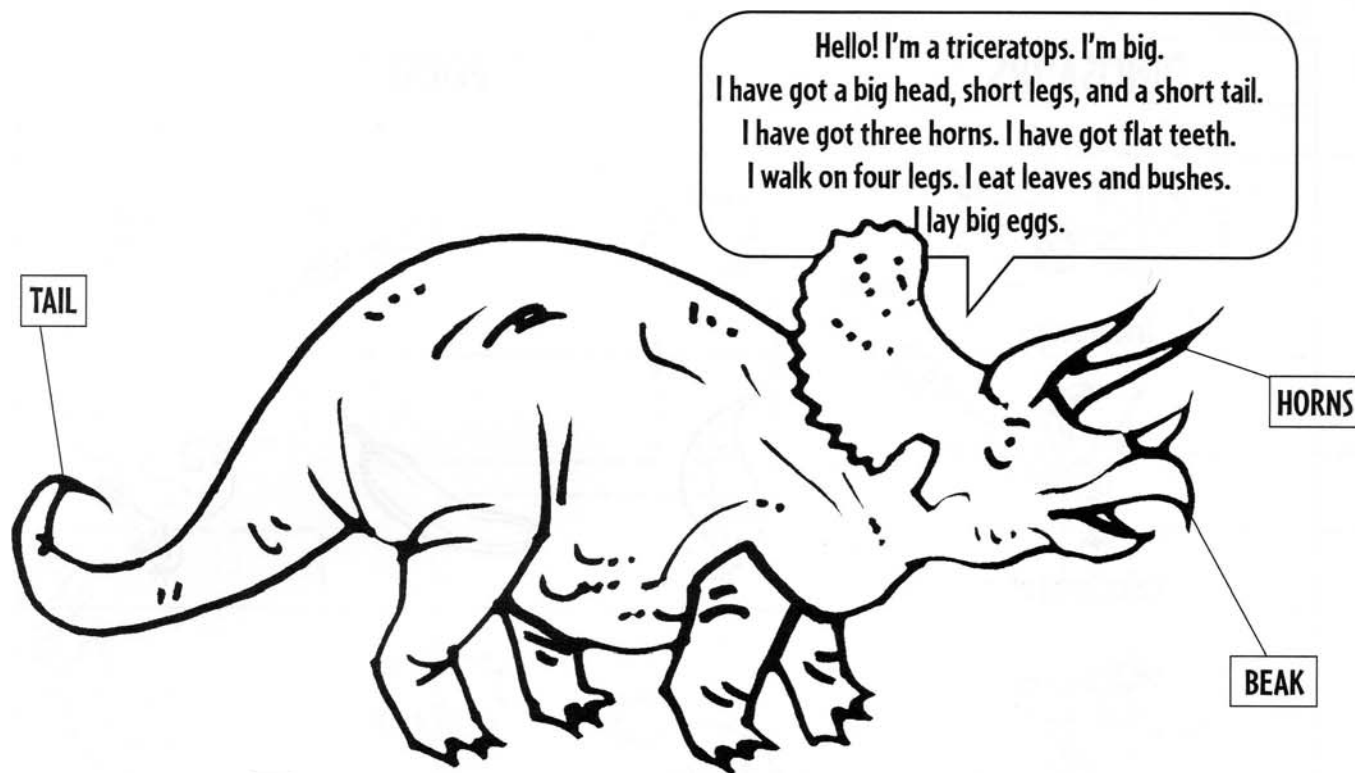
Colour the right food for each dinosaur.

DINOSAURS	FOOD
 <b>Triceratops</b>	  
 <b>Velociraptor</b>	  
 <b>T-Rex</b>	  
 <b>Diplodocus</b>	  
 <b>Allosaurus</b>	  
 <b>Stegosaurus</b>	  

**T-4** WORKSHEET

# Triceratops

Read about Triceratops. Tick (✓) the correct word to complete the sentence.



- |                 |                                |               |                                       |
|-----------------|--------------------------------|---------------|---------------------------------------|
| 1. I am         | <input type="checkbox"/> big   | 2. I have got | <input type="checkbox"/> two horns    |
|                 | <input type="checkbox"/> small |               | <input type="checkbox"/> three horns  |
| 3. I have got a | <input type="checkbox"/> big   | 4. I walk on  | <input type="checkbox"/> four legs    |
|                 | <input type="checkbox"/> small |               | <input type="checkbox"/> two legs     |
| 5. I have got   | <input type="checkbox"/> sharp | 6. I eat      | <input type="checkbox"/> plants       |
|                 | <input type="checkbox"/> flat  |               | <input type="checkbox"/> meat         |
| 7. I have got   | <input type="checkbox"/> long  | 8. I          | <input type="checkbox"/> have babies  |
|                 | <input type="checkbox"/> short |               | <input type="checkbox"/> lay big eggs |




**T-5** WORKSHEET

# T-Rex

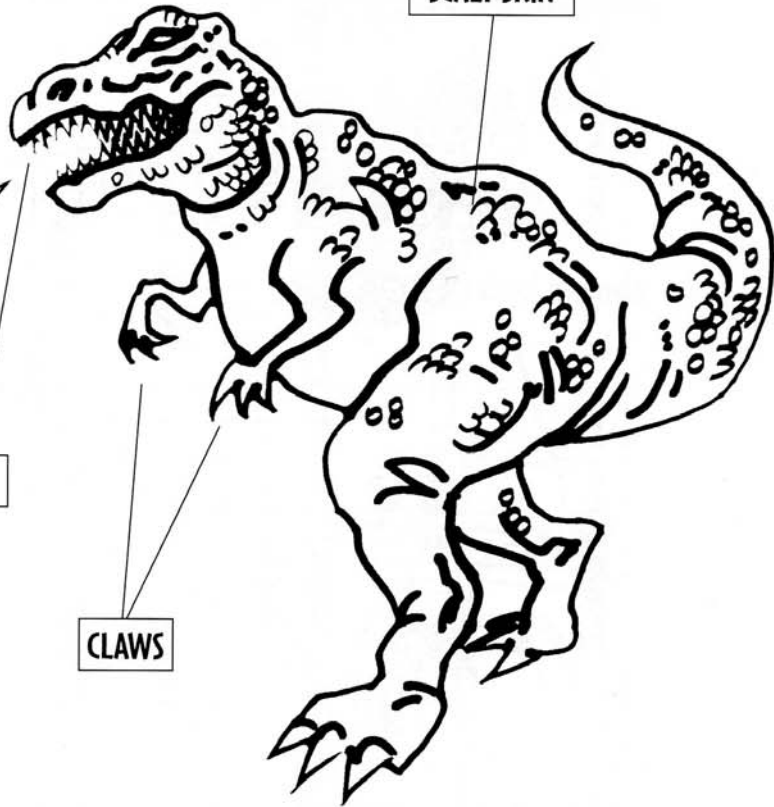
Read about T-Rex. Tick (✓) the correct word to complete the sentence.

Hello! I'm king of the dinosaurs. I'm big.  
I have got a long tail, two long legs, and two short arms. I have got sharp teeth and claws.  
I have got scaly skin. I walk on two legs.  
I eat small dinosaurs.

TEETH

CLAWS

SCALY SKIN



1. I am

☐ big

☐ small

2. I have got

☐ horns

☐ claws

3. I have got

☐ long

arms

☐ short

4. I walk on

☐ four

legs

☐ two

5. I have got

☐ sharp 

teeth

☐ flat 

6. I eat

☐ plants

☐ meat

7. I have got

☐ long

legs

☐ short

8. I have








☐ furry 

skin

☐ scaly 

**T-6** WORKSHEET

# We are all dinosaurs

<p>5 - plants - four - spikes</p>  <p>I'm an AN ____ AURUS. I like ____. I've got ____ on my body. I walk on ____ legs. I'm 10 metres long. I weigh ____ tonnes.</p>	 <p>I'm an O ____ OR. I like ____. I've got a ____ on my head. I walk on ____ legs. I'm 2 metres long. I weigh ____ kilograms.</p> <p>Eggs - two - 20 - crest</p>
<p>two - sharp - meat - 2</p>  <p>I'm an AL ____ AURUS. I like ____. I've got ____ teeth. I walk on ____ legs. I'm 5 metres long. I weigh ____ tonnes.</p>	 <p>I'm a D ____ US. I like ____ and ____. I've got a ____ neck. I walk on ____ legs. I'm 27 metres long. I weigh ____ tonnes.</p> <p>25 - four - long - leaves - plants</p>
<p>.....</p> <p>This book belongs to .....</p>	 <p>I'm a V ____ OR. I like ____. I've got ____ teeth. I can ____ very fast. I'm 2 metres long. I weigh ____ kilograms.</p> <p>113 - sharp - animals - run</p>
 <p><b>WE ARE ALL DINOSAURS</b></p>	 <p>I'm a S ____ AURUS. I like ____ and ____. I've got bony ____ on my body. I walk on ____ legs. I'm 9 metres long. I weigh 1,400 kilograms.</p> <p>plates - four - leaves - plants</p>



**T-7** WORKSHEET

*News from ancient Rome*



**The Roman Empire**



**Going to school**



**Going shopping**



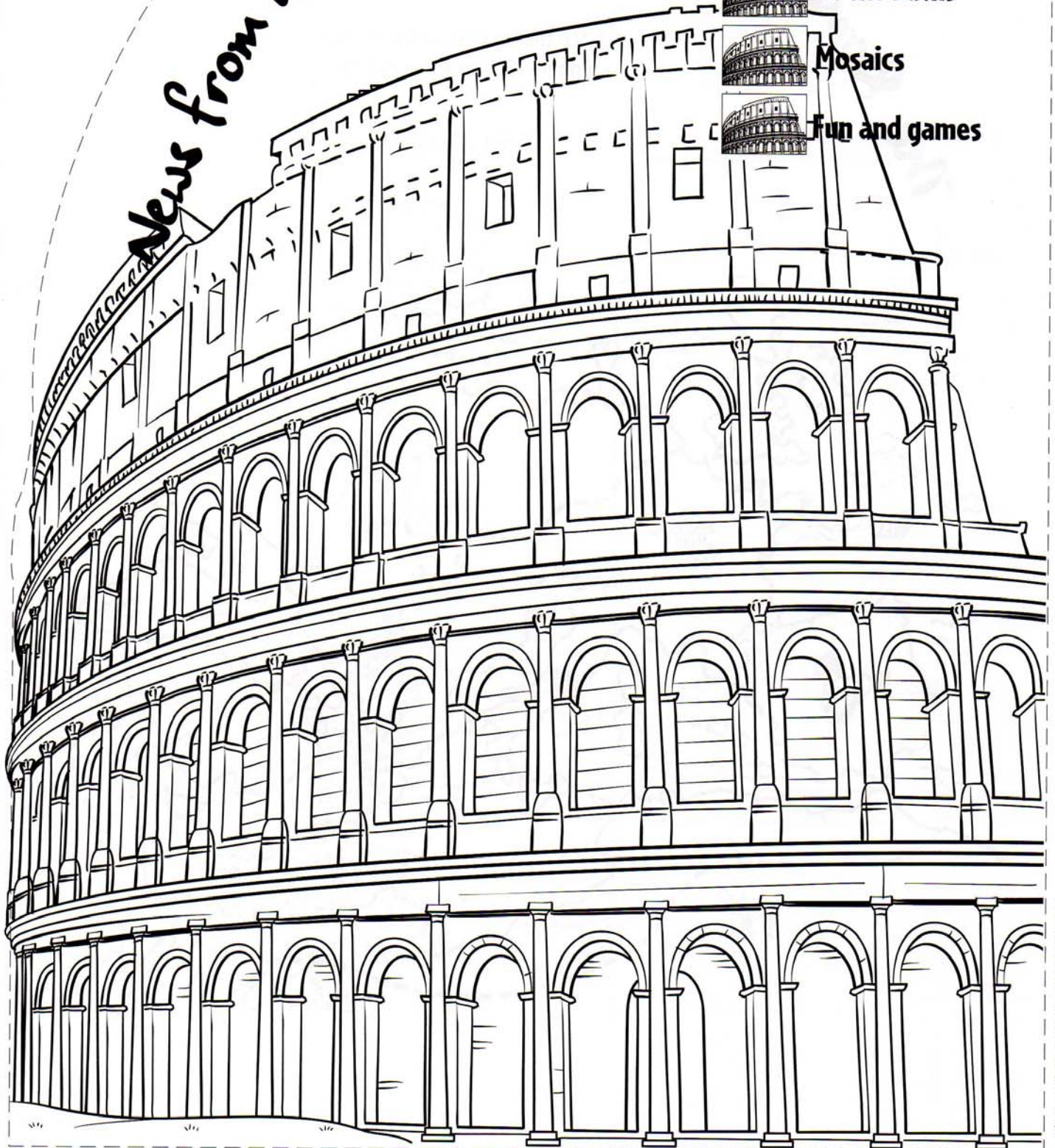
**At the baths**



**Mosaics**



**Fun and games**



**T-8** WORKSHEET

# The Roman Empire 2000 years ago

Trace the borders of the Roman Empire. Colour them orange.






**T-9** WORKSHEET

Read and draw.

# Going to school

**IN ROMAN TIMES**


wax tablets



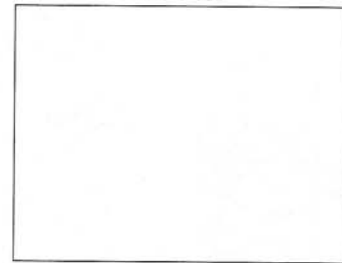
stylus



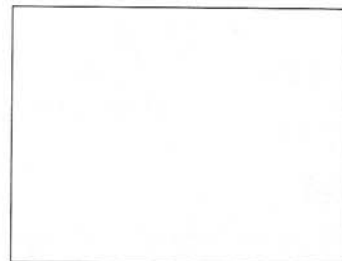
scroll

I II III IV  
V VI VII  
VIII IX X

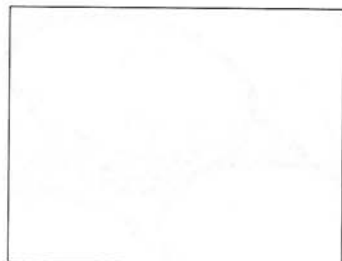
 Roman  
numbers

**TODAY**


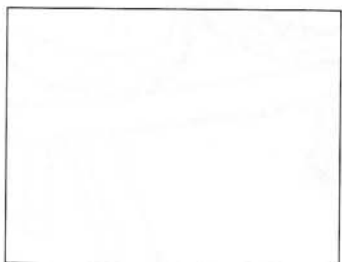
exercise book



pen



book

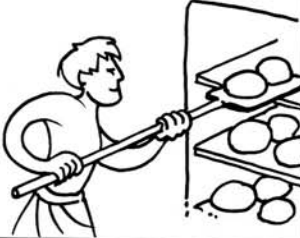

 Arabic  
numbers


**T-10** WORKSHEET

# Going shopping

## In a Roman street

Fill in the gaps with the missing words.

**PHARMACIST**
**CLOTH**
**BAKER**
**WOMAN**


A ..... is  
baking bread in the  
oven.



A .....  
merchant is selling  
material for a tunic.



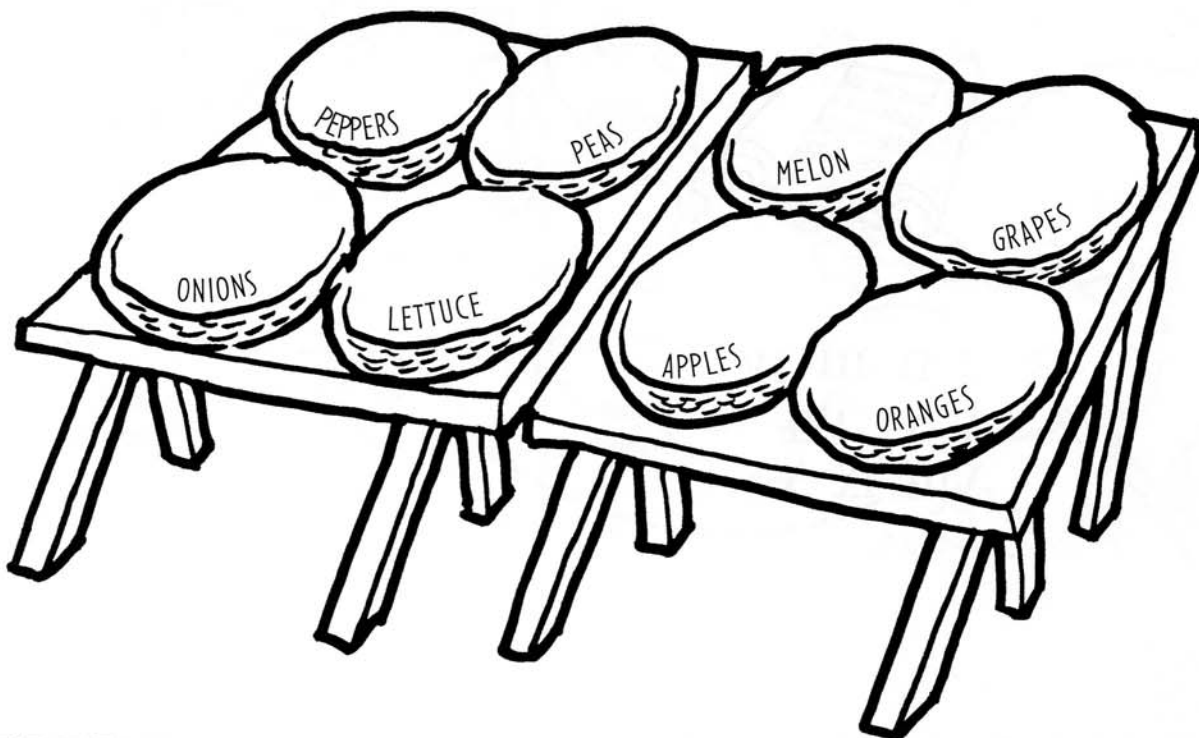
A ..... is  
selling hot food.



A ..... is  
selling herbs.

## At the market

Read, draw, and colour the fruit and vegetables.






**T-11** WORKSHEET

# At the baths

Roman towns had public bath houses with hot, warm, and cold baths.



- The cold room was called the **Frigidarium**. Can you see where it is? Colour it blue.
- The hot room was called the **Caldarium**. Can you see where it is? Colour it red.
- Spot three Romans having a **massage** and colour them pink.
- How many **statues** can you see? .....
- Can you see a man wearing a **toga**? Colour him grey.
- The Romans used oil and hot soap to wash their bodies. Can you spot four **pots of oil**? Colour them yellow.





## T-12 WORKSHEET

# Mosaics

Rich Romans decorated floors with mosaic pictures using small pieces of coloured stones.



This mosaic, *Beware of the dog* was buried in Pompeii when Mount Vesuvius erupted in A.D.79 and was discovered many centuries later.



Draw the outline of a picture (animal or flower).  
Cut coloured paper in small pieces and glue them on the picture to make your mosaic.

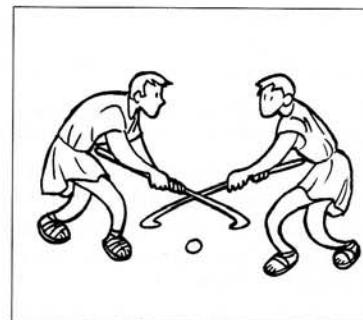




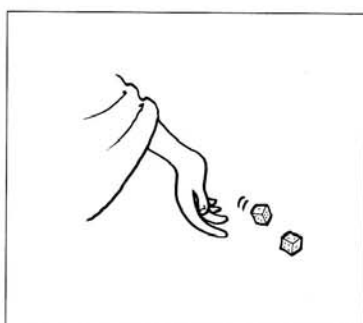

**T-13** WORKSHEET

# Fun and games

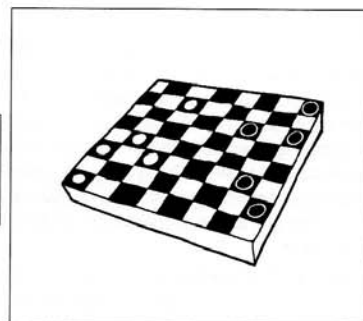
Wooden  
swords



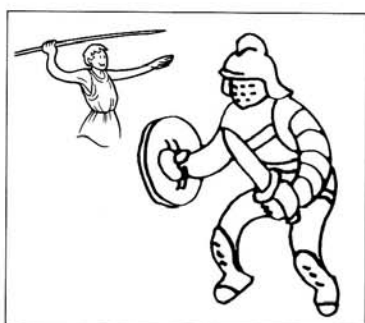
Javelin



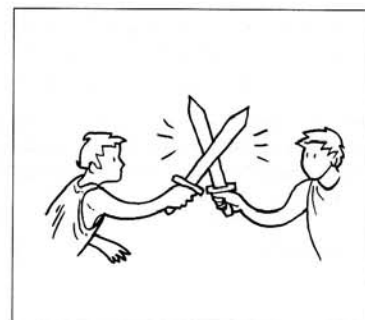
Sticks  
and ball



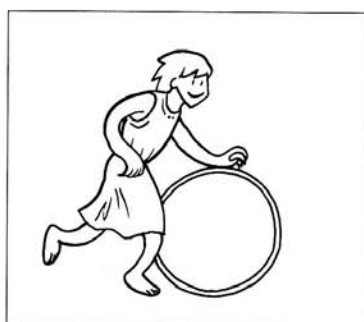
Hoops



Chariot  
races



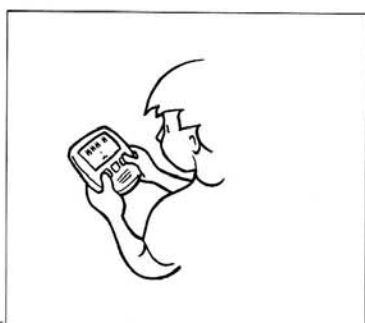
Dice



Checkers



Gladiators



Match each game to its name. Spot the odd one out.



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Introduction by Vanessa Reilly

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# Curricular CONTENT

## Resources for Primary

This resource book for teachers offers meaningful and motivating activities for teaching other areas of the curriculum in English.

- It supports the growing number of teachers in bilingual programmes or those looking to integrate language and subject content in their English classes.
- It provides lesson plans, project ideas and over 100 photocopiable worksheets, teaching aspects of Science, History, Geography, Art, Information Technology and more.

The material has been designed to complement children's language learning at the same time as teaching content, and can be used to supplement any subject area or English course book.

Offering teachers choice and flexibility, these easy-to-use activities can be adapted to suit various ages and levels and will enhance your teaching and your pupils' learning experience.

Content areas:



### **Growing**

Living or non-living  
Plants  
Animals  
Humans



### **The world around me**

Moving around  
Planet Earth  
Where in the world



### **All about me**

Keeping healthy  
Me and my senses  
Human body



### **Time travelling**

Dinosaurs  
Romans





# Curricular Content connections with Surprise!

Presented by: <https://iafflibrary.org>

These charts map *Surprise!* curricular lessons in first cycle to activities in *Curricular Content Resources for Primary*.

## Surprise! 1

Cross-curricular themes	Curricular area	Curricular Content Resources for Primary		
		Pages	Topic	Resource
Unit 1 How animals carry their young.	<b>Science</b>	30 - 39	Animals	Lesson ideas Worksheets
Unit 2 Rainbows	<b>Science</b>	97 - 98	Senses – Sight	Lesson ideas Worksheets
Unit 3 Families in art	<b>Art</b>	62 - 63 120	Humans Human body	Lesson ideas Worksheets
Unit 4 Music: Recognizing the sounds instruments make	<b>Music</b>	98 107	Senses: Hearing	Lesson ideas Worksheets
Unit 5 Materials clothes are made from	<b>Social sciences</b>			
Unit 6 How fruit and vegetables grow	<b>Science</b>	15 -22 71 - 76	Plants Keeping Healthy	Lesson ideas worksheets

## Surprise! 2

Cross-curricular themes	Curricular area	Curricular Content Resources for Primary		
		Pages	Topic	Resource
Unit 1 The seasons	<b>Science</b>	139 140 -142	Planet Earth Where in the world	Lesson ideas Worksheets
Unit 2 Faces in art	<b>Art</b>	62 - 63 120	Humans Human body	Lesson ideas Worksheets
Unit 3 Instruments and dance	<b>Music</b>	87 -89	Senses - hearing	Lesson ideas Worksheets
Unit 4 Breakfast foods	<b>Science</b>	71 - 76	Keeping healthy	Lesson ideas Worksheets
Unit 5 Animal homes	<b>Science</b>	140 - 142	Where in the world	Lesson ideas Worksheets
Unit 6 How animals sleep	<b>Science</b>	30 - 39	Animals	Lesson ideas worksheets

### Use Surprise! 1<sup>st</sup> cycle components:

- CBs 1 & 2** Lesson 6s
- TRPs 1 & 2** Photographic cross-curricular cards
- Audio CDs** Classroom language section Audio of text prompts on cards provided
- Guías/Llibres 1 & 2** Introduction p.s 9 & 18. Notes for every Lesson 6

\* Citizenship and Values are covered in all *Surprise!* stories and in other aspects throughout the units.

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